

Progression in Geography

	Nursery		
	Autumn	Spring	Summer
	- Begin to understand the need to respect and care for the natural environment and all living things. - To Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Continue developing positive attitudes about the differences between people.		

	Reception		
	Autumn	Spring	Summer
	- Talk about the lives of the people around them and their roles in society. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG). - Draw information from a simple map.		

	Year 1		
	Spring 1	Spring 2	Summer 1
Enquiry and sub enquiry questions (knowledge)	<u>Where is London and where is Rio in the world?</u> 1. What country is London in? (use world map/skill 1) 2. What are the four countries and capital cities of the United Kingdom? (use map/ skill 1) 3. What country is Rio in? (use globe/skill 1) 4. Which continents are Rio and London in? (use atlas/skill 1) 5. What are the 7 continents of the world? (use atlas/skill 1) 6. <u>Answering the big question: Where is London and Rio in the world?</u>	<u>What is different between Rio and London?</u> 1. Where is London, where is Rio? (skill 1) 2. What are some of the landmarks of London and Rio? (use aerial photos/ skill 3) 3. What are the physical features of Rio and London? (use aerial photos/ skill 3 and maps/skill 1) 4. What are the human features of Rio and London? (use aerial photos/ skill 3 and maps/skill 1) 5.What is the same about Rio and London? (skill 3 and skill 1) 6. <u>Answering big question: What is different between Rio and London?</u> (skill 3 and skill 1)	<u>What is life like on the coast?</u> 1. What are the capital cities of the four UK countries and where is the coast? (use map/skill 1) 2. Where is Littlehampton and what are its geographical features? (use map/skill 1 AND simple compass points skill 2) 3. Does the coast in the UK always look the same? (skill 1 and skill 3) 4. Is it always sunny on the beach in Little Hampton? (Seasonal weather patterns) 5. Is it always sunny on the coast? 6. <u>Answering the big question: What is life like on the coast?</u>
Skills	Skill 1: 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. Skill 2: Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Skill 3: Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features; devise a map and use and construct basic symbols in a key. Skill 4 : 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.		

	Year 2		
	Spring 1	Spring 2	Summer 1
Enquiry and sub enquiry questions (knowledge)	<u>What is life like in a cold region of the world?</u> 1. Who was Ernest Shackleton and which continents did he visit? (use map and globe/skill 1) 2. Did Shackleton cross any oceans? (5 Oceans are new knowledge) (use map and globe/skill 1) 3. Where and what is the North and South Pole? What is the weather like there?(skill 1 and skill 3) 4. What is the same and what is different about the Artic and Antarctic? (human and physical features/ skill 3) 5. Where is the equator and what is the weather like near there? (skill 1) 6. <u>What is life like in a cold region of the world?</u>	<u>Is a map an essential item?</u> 1. What is a map, are they all the same? What do we use them for? (skill 1/ skill 2/skill 3) 2. What features are used on a map? (skill 3) 3. What is a compass and how does it work? (skill 2) 4. If we were to design a map of our local area, what features would we have to include? (skill 4) * children to go and conduct fieldwork in local area* 5 and 6. What do the human and physical features of Chesterton Primary School look like on a map? (skill 4) <u>7. Answering the big question: Is a map an essential item?</u>	<u>What is it like in the Caribbean?</u> 1. Where is the Caribbean? Focus on continents and oceans (world map and globe/skill1) 2. What are the physical features of Caribbean islands? Do they look the same as in the UK? (can use Trinidad and Tobago, St Lucia (volcano), Jamaica) (skill 1/ skill 3) 3. What are the human features of the Port of Spain? Do they look the same as London? (include landmarks) (use plan perspectives/ skill 3) 4. How are Battersea and the Port of Spain similar? (use plan perspectives/ skill 3 and skill 2) 5. How are the daily weather patterns different in the Caribbean in comparison to the United Kingdom? <u>6. Answering the big question: What is it like in the Caribbean?</u>
Skills	Skill 1: 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. Skill 2: Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Skill 3: Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features; devise a map and use and construct basic symbols in a key. Skill 4: 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.		

	Year 3		
	Spring 1	Spring 2	Summer 1
Enquiry and sub enquiry questions (knowledge)	<u>Are different areas of the UK the same?</u> 1. What are the main cities within the UK and what do they have in common? (skill 1-map) 2.How has the UK been split into regions? (skill 1-map) 3. What are some of the physical landmarks within the UK? (skill 1-map) 4. Where are some the physical landmarks within the UK? (skill 1 and skill 2) 5. What and where are some of the human landmarks within the UK? (skill 1) 6.How are the regions of Greater London and Yorkshire similar and different? <u>7. Answering of the big question: Are different areas of the UK the same?</u>	<u>What can we learn about the physical features in the Americas?</u> 1. Where is the world’s equator, southern hemisphere and northern hemisphere? (skill 1-map and globe) 2. Where is North and South America? (skill 1-map and atlas) 3.What does the location of countries within North and South America tell us about their climate? (skill 2) 4. What are the physical features of North and South America? (skill 1) 5.How are the natural resources of the Amazon used? (skill 1- aerial photos/maps) 6.How has Costa Rica changed their land use? (skill 1- aerial photos/maps) <u>7. Answering of the big question: What can we learn about the physical features in the Americas?</u>	<u>How are rivers connected to the water cycle?</u> 1. What are the key features of a river and how are they formed? (skill 1 and skill 3) 2. What and where are some of the key rivers in the world? (skill 1) 3. How does the River Nile change from the Source to the Mouth? (skill 1) 4. How is the land used around the River Nile? (skill 1) 5. How does the water cycle work? 6. How does the water cycle work? <u>7. Answering of the big question: How are rivers connected to the water cycle?</u>
skills	Skill 1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Skill 2: 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. Skill 3: 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.		

	Year 4		
	Autumn 2	Spring 2	Summer 2
Enquiry and sub enquiry questions (knowledge)	<u>What is life like in Greece?</u> 1. What countries make up the jigsaw of Europe? (skill 1) 2. Where is Greece and where does it sit within Europe? (skill 1) 3. What are the physical features of Greece and what impact does it have on land use? (skill 1) 4. How did the Ancient Greeks influence modern day human features? (e.g. temples, statues) 5. How has the city Athens changed over time? (skill 1) 6. How can we navigate around Athens using grid references? (skill 2) <u>7.Answering Big Question: What is life like in Greece?</u>	<u>Why do countries need to trade?</u> 1. Which modern day countries (and major cities) were part of the Roman empire? (skill 1) 2. Do we trade with the same countries as the Romans did? (skill 1- digital mapping) 3. Are natural resources evenly distributed across the world? (natural resources- energy, food, minerals, water) (skill 1- digital mapping) 4. What do countries trade? (skill 1- digital mapping) 5. What food produce does the UK trade? <u>6. Answering of the big question: Why do countries need to trade?</u>	<u>Does the world look the same?</u> 1. Can we classify the world into regions? (skill 1) 2. What is life like in a desert biome? (skill 1) 3. What is life like in a savannah biome? (skill 1) 4. What is life like in a temperate forest biome? (skill 1) 5.What is life like in a taiga forest biome and a tundra biome?) (skill 1) 6. What is life like in a rainforest biome? (skill 1) <u>7. Answering the big question: Does the world look the same?</u>
Skills	Skill 1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Skill 2: 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. Skill 3: 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.		

	Year 5		
	Spring 2	Summer 1	Summer 2
Enquiry and sub enquiry questions (knowledge)	<u>Is it always daytime somewhere in the world?</u> 1. What is a time zone and how many are there around the world? (skill1 globe and map) 2. What is latitude and longitude and how does it relate to time? (skill 1) 3. Trip to Greenwich Meantime – What is GMT? What countries use it? (skill 1) 4. Is it always the same time in North America?(skill 1) 5. Is it always the same time in Europe?(skill 1) *Ensure you include Russia) <u>6. Answering of the big question: Is it always daytime somewhere in the world?</u>	<u>Are volcanoes and mountains the same?</u> 1. What are the layers of the earth? (skill 1- digital mapping) 2. What are the key features of a mountain/ mountain range and how are they formed? (skill1 globe and map) 3. Where are some of the highest peaks in the world (skill1 globe and map) 4. What is a volcano and how are they formed?(skill1 digital map) *focus on composite and shield* 5. Will all volcanoes erupt? * focus on active volcano, a dormant volcano and extinct volcanoes* 6. Where do we find volcanoes? *focus on ring of fire* <u>7. Answering of the big question: Are volcanoes and mountains the same?</u>	<u>Are the effects of an earthquake always the same?</u> 1._How is the earth formed? (skill1 globe and map) *focus on layers and tectonic plates* 2. How are earthquakes caused? (skill1 digital mapping) 3. What are the five deadly features of an earthquakes? 4. What happens when there is an earthquake on land? (skill1 globe and map) *focus on a real life earthquake* 5. What happens when there is an earthquake under the sea? (skill1 globe and map)*focus on a real life earthquake* <u>6. Answering of the big question: Are the effects of an earthquake always the same?</u>
skills	Skill 1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Skill 2: 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. Skill 3: 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.		

	Year 6		
	Spring 1	Spring 2	Summer 1
Enquiry and sub	<u>How do cities compare across the world?</u> 1. What are the features of a city? (skill1 atlas and digital computer mapping) 2. Where are the world’s most populous cities? (skill1 digital computer mapping e.g. isodemographic map) 3. What are the physical similarities and differences between New York, London and Santander? (skill1 physical maps and topographic maps) 4. What are the human similarities and differences between New York, London and Santander? (skill1 using digital mapping) 5. Where would you rather live and why; New York, London and Santander ? 6. Answering the big question: <u>How do cities compare across the world?</u>	<u>Where would you rather live in the UK?</u> 1 What is a county and what are some of the counties in the UK? (skill1 political map of UK) 2. How do physical features in Northern counties compare to physical features in southern counties? (skill1 OS map) 3. How does weather differ within counties in the UK? (skill1 mean temperature map) 4 and 5. How do regions within the UK differ? (skill1 digital mapping) 6. Answering of the big question: <u>Where would you rather live in the UK?</u>	<u>How and why is my local environment changing? (Battersea – Local Study)</u> 1. What questions do you have about changes in your local area? (skill 3) 2. How can we use a map to find out what Battersea used to be like? (skill 3) 3. What do national statistics show us about changes in the area? (skill 3) 4. Trip to Nine Elms- How has site changed and why? (skill 3- planned perspective tube map or sketch maps of Battersea Power Station) 5. How can I present my field work findings about changes in my local environment? (skill 3) 6. Answering of the big question
skills	Skill 1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Skill 2: 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. Skill 3: 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.		