Streatham Wells Primary School
Geography Progression

Reception

Understanding the World

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Recognise some environments that are different to the one in which they live. Locate different features such as road sign, trees, stream, grass/field, houses, flats, post box, shops, bus stops Locate UK/England/London on a map as well as other countries our families are from	Show the location of countries we have heritage from on the map and use maps/photographs to discuss and compare to Streatham Know about some places and landmarks in another country Know how the weather is different in another country Share fiction and non-fiction texts about another country	Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise main types of weather Know the four seasons and the different weather associated with them Observe seasonal changes linked to weather changes.	Draw information from a simple map. Draw simple maps including key features of our school Create maps (drawn, cut and stick, construction, chalks etc) of key places e.g., farms, London and other countries.

Knowledge

Suggested topics: All about me and my community - Making a map of our school and locating important places on it. - Exploring our school/local environment - The countries and continents we all come from - What we eat and the countries our food comes from - What we celebrate and where these celebrations originate	Suggested topic: Toys and nursery rhymes - Weather and nursery rhymes linked to weather - Where are our toys made?	Suggested topic: The Natural World - Exploring other environments - Exploring our natural environments have changed over time (deforestation? Ice caps melting? Cities being built?) - Looking at different communities and how they live. - Go on local area walk

Vocabulary

- weather: cloud, rain, snow, hail, wind, storm, sun, rainbow, ice, monsoon, soil, tree, wood, seasons, spring, summer, autumn, winter, world, land, sea, river, field, map, globe, local area name, office, house, flats, home, park, shop, road, school, London, River Thames, Buckingham Palace, Big Ben, London Eye, skyscraper, city, desert, jungle.

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Geography Progression

YEAR ONE				
	Locational Knowledge	**Place Knowledge**	**Human and Physical Geography**	**Geographical Skills and Fieldwork**
Autumn 1: What are the features of our local area?		· Develop an understanding of their local area	· Use basic geographical vocabulary to refer to: o Key physical features (could include beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) o Key human features (could include city, town, village, factory, farm, house, office, port, harbour and shop)	· 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 area · Devise a simple map · Use plan perspectives · Use and construct basic symbols in a key
	Suggested Activities: · Link to topic – dinosaurs on the loose! Navigating the garden to find all the dinosaurs · Mapping out dinosaur journey around the school (footprints have been left behind) · What did the dinosaurs like most? Refer to the physical and human features (e.g. some loved the vegetation in the garden, others seemed to want to explore the nearby shops!) · Creating their own basic symbols to add to map for dinosaurs			
	Vocabulary: human feature, physical feature, map, key, symbol			
Spring 2: What can aerial photos and maps teach us about our city?	· Understand how some places are linked to other places (e.g. roads, trains) · Name their local city	· Develop an understanding of the city they live in; understand their locality fits within a larger defined area	· Use basic geographical vocabulary to refer to: o Key physical features (e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) o Key human features (e.g. city, town, village, factory, farm, house, office, port, harbour and shop)	· Use aerial photographs to recognise landmarks and basic human and physical features · Use locational language to describe location of features on a map (near/far) · Use directional language to describe language (left/right) to describe features on a map · Use and construct basic symbols in a key
	Suggested Activities: ·Begin with aerial photographs of London and match up with recognisable landmarks (e.g. Big Ben, London Eye, Tower Bridge, etc.) ·Use language to describe – fill in the blanks (Tower Bridge is _____ the Great Tower of London) ·True or False statements – Big Ben is near Tower Bridge – misconception here – How do we define near/far? (a very small intro to scale) ·Physical/human feature hunt using aerial photographs! Bingo game? Some sort of game?			
	Vocabulary: aerial photograph, location, landmark, direction, borough, Lambeth			
Summer 2: How does our country change through the seasons?			· Identify daily weather patterns in the UK · Identify seasonal weather patterns in the UK	· Use observational skills to study the geography of their environment · Use and construct basic symbols in a key
	Suggested Activities: · LINK TO SCIENCE TOPIC · Measuring weather – throughout year ·A focus on one day of weather (maybe for a week)– How does weather change through the day? ·Recording in a pictograph or some other type of graph – link this to symbol making ·Introduce Venn Diagrams – comparing weather in Autumn and Summer or Spring and Winter – they could sort the symbols they made ·Choosing outfits – good idea or bad idea? ·Match up outfits to seasons			
	Vocabulary: season, weather, pattern, change			

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YEAR TWO				
	Locational Knowledge	**Place Knowledge**	**Human and Physical Geography**	**Geographical Skills and Fieldwork**
Autumn 1: What makes up the United Kingdom?	· Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas (*could be broken into multiple LOs)*	·Understand how the city they live in fits within wider defined areas (England United Kingdom)		·Use simple compass directions (N,S,E,W) ·Use world maps to identify the UK and its countries
	Suggested Activities: • Label maps of UK – discuss meaning of 'United' • Use compass directions, locational and directional language to specify location – language in a pot and countries in another – choose one of each and write a sentence (e.g. NEAR and ENGLAND) – England is near Wales. • Compare four countries of the UK –clue breaking? E.g. this country is surrounded by water. This country is the largest of all four. This country borders another in the UK. Etc. • Locate capital cities of each one – a lesson on each? Identifying languages spoken, National flag and symbol			
	Vocabulary: government, capital city, country, united, compass			
Spring 2: Hot or cold; is a continent only one?	· Name and locate the world's seven continents and five oceans	Understand geographical similarities and differences (in relation to weather)	· Locate the Equator · Locate the North and South Poles · Locate hot and cold areas of the world in relation to the Equator and the North and South Poles	·Use world maps, atlases and globes to identify the seven continents and five oceans
	Suggested Activities:Suggested Activities: • Labelling a world map – comparing how a globe, atlas and map can show this differently – what makes them the same? What makes them different? • Colouring in a weather map – then T/F about the patterns • Examine key patterns around weather and Equator – what do we notice? • Holiday planning! Which continent should we visit if we want hot sunny days? Cooler weather? Etc. • Comparing two continents and their weather – Venn Diagrams			
	Vocabulary: polar, Equator, climate, continent			
Summer 2: How is Kingston, Jamaica similar to Streatham?		· Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country	· Use basic geographical vocabulary to refer to: o Key physical features (e.g. beach, cliff, coast, forest, sea, river, weather, vegetation etc.) o Key human features (e.g. city, factory, farm, office, shop, etc.)	·Use aerial photographs to recognise basic human and physical features ·Use simple fieldwork to study the key human and physical features of their surrounding area
	Suggested Activities: • Hook – start by discussing how Mary Seacole was born in Jamaica – locate on map • Revision of human and physical features – sort them – or matching (some pictorial, some description and then the answer) • Charades of the features (a starter?) • Odd one out – pictures of Jamaica and Streatham – they use their own geographical reasoning to describe which is the odd one out (multiple answers could be correct! - shows depth) • Key feature hunt – go on walk around the local area with a map of area and a list of key physical and human features – which can we see? (fieldwork) • Use aerial photographs again to do the same for Jamaica – do we see the same ones?			
	Vocabulary: Caribbean, compare, fieldwork, neighbourhood			

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YEAR THREE				
	Locational Knowledge	**Place Knowledge**	**Human and Physical Geography**	**Geographical Skills and Fieldwork**
Autumn 2: What do lines of longitude and latitude tell us?	· Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian · Interpret time zones (including day and night)	· Know about the wider context of places		· Use maps and atlases to locate countries (coordinates)
	Suggested Activities: ● Hemisphere lesson – t/f lesson ● Break down lines of longitude and latitude: latitude first then longitude ● Finding countries along lines of longitude ● Then combining – Dave is lost! Can we identify his exact location using coordinates? ● Time Zone Map - Questions to answer			
	Vocabulary: latitude, longitude, hemisphere, coordinate, Tropic of Cancer, Tropic of Capricorn			
Summer 1: People have settled around rivers since ancient times; are all rivers the same?	· Locate the world's countries		· Describe and understand the key aspects of: ● rivers ● the water cycle	· Use maps to locate countries and describe features studied · Use fieldwork to observe, measure, record and present human and physical features in the local area using graphs
	Suggested Activities: ● Features of a river ● Where do we find rivers? ● Comparing rivers – Venn Diagrams ● Trip to the Thames – physical and human feature hunt ● How are rivers used?			
	Vocabulary: meander, confluence, tributary, river, course, flood			
Summer 2: What do cities near rivers have in common?	· Locate the world's countries, using maps to find Europe concentrating on their key physical and human characteristics · Understand how some of these aspects have changed over time	· Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (London) and a region in a European country	· Describe and understand the key aspects of: o Human – types of settlement and land use, natural resources o Physical – rivers	· Use maps, atlases to locate countries and describe features studied
	Suggested Activities: ● Compare the geographical location of the two cities – What's different? What's the same? ● Using maps to find physical/human features ● Analysing the history of the geography – Why are both near water?			
	Vocabulary: city, similarity, difference, settlement, industry, transportation industry, leisure industry			

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YEAR FOUR

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Autumn 2: How is land used differently within the U.K.?	· Identify land-use patterns on maps · Name and locate counties of the UK		· Describe and understand types of settlement and land use	· Use OS maps to describe features studied · Use symbols and keys · Use fieldwork to observe and record the human and physical features in the local area
	Suggested Activities: • Categorising types of land use (using pictures) – residential, industry, entertainment, open space, commercial, industry, transport, services) • What are the advantages and disadvantages of having these in your local area? (e.g. industry, entertainment) • Fieldwork: Explore local area- Navigate area and examine what human and physical features (record as Tally?) • Locating and naming counties – clues to identify them • Population maps of counties – which will be rural? Urban? • Looking at land-use maps of U.K. and looking for patterns – compare Lambeth to UK			
	Vocabulary: land-use, settlement, urban, rural, population, county			
Spring 2: How would you describe the physical geography of your utopia?	· Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle · Locate the world's countries, using maps, concentrating on their environmental regions	· Know about the wider context of places o Comparing places of biomes	· Describe and understand key aspects of: o Climate zones, biomes and vegetation belts	· Use maps and atlases to locate countries and describe features studied
	Suggested Activities: • Labelling biomes and match up photographs of each – a range of words to then be matched up (e.g. dry, grassy, cold) – only one can be matched with each – can they match up? • Build on locational knowledge- always/sometimes/never statements about the biomes in relation to locational knowledge (e.g. The grassland biome is in the Northern Hemisphere, etc.) • Lesson into the features of each biome – overview and then Venn Diagrams to compare? Could compare three this way for challenge • Introduce climate zone map and compare to biome map – T/F statements to complete. Extend by writing their own T/F statements where you have given answer (write a statement that is true/false) • A biome off! Randomly select two biomes and chn debate about which one is better to live in - complete a few comparisons into book • Big Answer - one paragraph saying what features the utopia would include, one detailing what features it wouldn't have - ensure answer is linked to key learning			
	Vocabulary: biome, landscape, climate zone, climate, vegetation belt, arid, temperate			
Summer 1: Are some places in the world more dangerous to live in than others?	· Locate world's countries, using maps to focus on Europe concentrating on their cities	· Understand there are similarities and differences between places	· Describe and understand key aspects of: o Mountains, Volcanoes and Earthquakes	· Use maps and atlases to locate countries and describe features studied · Read symbols and keys on a map (e.g. deciphering elevation)
	Suggested Activities: • Mapping out the Volcanoes of the world – what do we notice? • Mount Everest focus lesson - fact file • Use maps to look at fault lines – is there a pattern? Ring of fire • Labelling diagrams - different types of volcanoes • Reading elevation on a map – can we find the tallest mountain in the UK? In Europe? In the World? • Match contour lines to mountain • Sequencing the steps of an earthquake			
	Vocabulary: mountain, mountain range, elevation, contour lines, fault line, tectonic plate, plate boundaries			

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Year 5

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Spring 1: How are different maps of the same area useful?	· Understand how human and physical characteristics of a region have changes over time	· Develop an understanding of an area in a region in North America (NYC)	· Describe and understand key aspects of human and physical geography (NB: these will depend on the maps chosen to study)	· Use maps to locate countries and describe features studied (break into types of map – e.g. physical vs. human geography) · Use symbols and keys (including scale)
	Suggested Activities: • Look at different types of maps ranging from more familiar to more unfamiliar • Comparing maps of different scales - is one scale better than another? Is it always? (e.g. navigating streets vs. learning about a city) • Match up - which map would show us x? Which map would help us identify x? Etc. • Historical maps - compare now vs. then • Sort maps based on whether they show us physical feature or human features or both - Venn diagram • Have a map and have true/false statements to sort based on map - shows understanding • Ranking - rank the maps which would help you decide where to do x (buy a house, stay during a holiday, etc.) • Big Answer - children have a selection of maps they can use to answer the question			
	Vocabulary: scale, human features, physical features, population, useful, map			
Spring 2: How far do you agree with the following statement: London and New York City are alike in most aspects?		· Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in North America (New York City)	· Describe and understand key aspects of human and physical geography (NB: these will depend on the comparisons made)	· Use maps to locate countries and describe features studied (break into types of map – e.g. physical vs. human geography)
	Suggested Activities: • This unit builds on the previous one - a more in depth study to compare London and NYC's physical and humans geography • Weather comparisons - would you rather (fly a kite in July in NYC or London; go stargazing in August in NYC or London, etc.) • Population density - looking at factors contributing • Analysing ethnicity - pie graphs • T/F? Neighbourhood segregation has decreased • Urban planning - compare layout of city and reason behind it • Deprivation/affluence analysis			
	Vocabulary: ethnicity, population, population density, deprivation, affluence, inner city, suburbs, metropolitan area			
Summer 2: How advantageous was the Silk Road?	· Name and locate the world countries, concentrating on their major cities · Name and locate key human and physical characteristics and understand how some of these aspect have changed over time		· Describe and understand key aspects of land use, types of settlement and economic activity (trade links)	· Use computer mapping to locate countries
	Suggested Activities: • Label Silk Road - T/F questions with missing info • What physical risks would people have encountered? Link to previous knowledge (biomes, mountains) • Analysis of different advantages/disadvantages (spread of disease, globalisation, etc.)			
	Vocabulary: trade, route, globalisation, trade links, import, export, economy/economic			

Streatham Wells Primary School
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YEAR SIX				
	Locational Knowledge	**Place Knowledge**	**Human and Physical Geography**	**Geographical Skills and Fieldwork**
Spring 2: Ordnance Survey Maps; are they still relevant?				· To use the eight points of compass · To use four and six-figure grid references · To read symbols and key · To use Ordnance Survey maps
	Suggested Activities: • Break down the grid references into a couple lessons • Symbol lesson • Navigate Brockwell Park using compasses and OS Map • Final lesson – debate – are they still relevant for navigating?			
	Vocabulary: navigate, Ordnance Survey, grid reference, compass, location, relevant, contour			
Summer 1: Renewable energy: is it worth the fuss?	· To name and locate counties and cities of the UK, identifying their human characteristics and land-use patterns · Understand how some of these aspects have changed over time		· Describe and understand key aspects of human geography including: o The distribution of natural resources (energy) o Land use	· To use maps, atlases and computer mapping to locate countries and describe features studied
	Suggested Activities: • Categorising resources – renewable or nonrenewable? • Pros and cons of renewable/non-renewable – debating. Who benefits? • Land use maps of U.K. – where do our resources come from? • Looking at the economic, political and environmental motivations for renewable sources of energy • Look at maps of land use – how have these changed over time? Why do we think this has happened?			
	Vocabulary: renewable resource, non-renewable resource, energy, fossil fuel, climate change, global warming			
Summer 2: How could Streatham Wells and the local area become more sustainable ?		· 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 in North or South America	· Describe and understand key aspects of geography	· Use fieldwork to observe, measure, record and present the human and physical features in the local area using: o Sketch maps, plans and graphs, digital technologies · Use symbols and a key
	Suggested Activities: • Focus on transportation (bikes, cars, electric cars) • Look at Curitiba (green city in Brazil) and Freiburg (Germany) for best sustainable practices			

	• Fieldwork: observe traffic outside school – measure & record in graphs – ratio (bikes to cars); looking at cycle hangars, electric charging stations (graphing distance to school) • Look at different initiatives the gov't is currently supporting – which could be expanded into Streatham? Our school? (e.g. cycle to work schemes, cycle lanes, no-car zones) • Chn devise a sketch map with supplementary plans/graphs to create a proposal for a more sustainable school and local area
	Vocabulary: sustainable, sketch map, fieldwork, initiative, usage