



St Luke's Geography
PROGRESSION DOCUMENT

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Nursery	Children are familiar with their school environment	Understand they travel to school	Awareness of their natural environment	Visiting the wooded area in the school grounds
Reception	Children can discuss their local area	Understand ways to travel around our local area	Awareness of their natural environment	Visiting local park Draw information from simple maps
Year 1 - Where are we in the UK?				
Year 1 - Where are we in the UK?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom		Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary; Key physical features: hill, season and weather Key human features: City, town, village, factory, house, office	Use world maps, atlases and globes to identify the United Kingdom 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 Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 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.
<u>DISCIPLINARY SKILLS</u>				
L.I - To locate and identify the four countries of the UK. L.I - To name and locate the four capital cities of the UK.				



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	<p>L.I - To identify human and physical geographical features (city, factory, school, shop). L.I - To use a map to locate Salford.</p>			
Year 1 - Why are beaches on the coast?	Name, locate the surrounding seas	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Use basic geographical vocabulary: key physical features: beach, cliff, coast, sea, ocean, key human features: port and harbour</p>	<p>Use world maps, atlases and globes to identify the United Kingdom</p>
	<u>DISCIPLINARY SKILLS</u>			
	<p>L.I - To locate and name the surrounding seas of the UK. L.I - To identify coastal physical features (dunes, mudflats). L.I - To identify seasonal and daily weather patterns in the UK. L.I - To understand geographical similarities and differences between Ainsdale and Salford.</p>			
Year 2 - Where are we in the world?	Name and locate the world's seven continents and five oceans		<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> <p>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</p>



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	<u>DISCIPLINARY SKILLS</u>			
<p>Year 2 - How is life different in Zambia compared to the UK?</p>	<p>Name and locate the world's seven continents</p>	<p>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</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills using virtual tour on Oddizzi.</p>
	<u>DISCIPLINARY SKILLS</u>			
<p>Year 3 - Why does the Earth move?</p>	<p>Name and locate key topographical features mountains and volcanoes</p> <p>Identify the position of Northern Hemisphere, Southern Hemisphere</p>		<p>Describe and understand key aspects of: physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Use world maps and atlases to describe features studied</p> <p>Use four and six figure grid references, symbols and key.</p>



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			Human geography: the distribution of natural resources e.g. minerals	Use fieldwork to observe virtual video on Oddizzi
	<u>DISCIPLINARY SKILLS</u>			
	<p>L.I - To use geographical vocabulary to describe the structure of the earth - (to know topography is the study of the land surface).</p> <p>L.I - To locate volcanoes around the world (discuss region, country, hemisphere, use maps to locate using grid reference to describe location).</p> <p>L.I - To describe how people have been affected by changes in the environment caused by volcanoes. (Positive and negative- renewable energy).</p>			
Year 3 - Where are we in Salford?	Name and locate counties, and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Describe how the locality of the school has changed over time	Describe and understand key aspects of: physical Geography: biomes - Kersal wetlands, rivers Human geography: types of settlement and land use, economic activity.	Use an online mapping tool with a zoom facility, and centre it on the Salford area (such as Google Maps or Digimap) To use an Ordnance Survey map to identify local landmarks and features. Use the eight points of a compass, four and six figure grid references. Use graphs to plot the weather Use fieldwork to observe and present features in the local area using sketch maps and digital technologies.
	<u>DISCIPLINARY SKILLS</u>			
	<p>L.I - To locate our local area on a digital map.</p> <p>L.I - To use an Ordnance Survey map to identify local landmarks and features (around Salford only)</p> <p>L.I - To record the features of the local area (1 mile radius of school) using a sketch map (using symbols to identify local features)</p>			



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<p>Year 4 - Where are we in Europe?</p>	<p>Locate the world's countries, using maps to focus on Europe</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p>	<p>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</p>	<p>Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Use world maps and atlases to locate countries</p> <p>Use four and six figure grid references</p> <p>Use fieldwork to observe virtual tours</p>
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<p align="center"><u>DISCIPLINARY SKILLS</u></p> <p>L.I - To identify where countries are within Europe (recognise the different shapes of the continents, use maps and google maps to locate countries in relation to the UK and Salford).</p> <p>L.I - To demonstrate knowledge of features about places beyond the UK (Salford and Madrid) (human and physical features) (visual tour).</p> <p>L.I - To recognise that people have differing quality of life living in different locations and environments.</p>				
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<p>Year 4 - Why do we need to care for our local environment?</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance Arctic and Antarctic Circle</p>		<p>Describe and understand key aspects of: physical geography: vegetation belts and rivers</p> <p>human geography: land use, economic activity, and the distribution of natural resources including energy (renewable energy).</p>	<p>Use fieldwork to observe and record evidence of pollution in the local area.</p> <p>Use fieldwork to observe and present features in the local area using digital technologies</p>
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<p align="center"><u>DISCIPLINARY SKILLS</u></p> <p>L.I - To understand how humans affect the environment over time.</p> <p>L.I - To describe how people have been affected by changes in the environment.</p> <p>L.I - To recognise that people have differing quality of life living in different locations and environments.</p>				
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<p>Year 5 - Why are rainforests</p>	<p>Locate the world's countries, using maps to focus on South America,</p>	<p>Describe some of the features of the following areas: the</p>	<p>Describe and understand key aspects of: physical geography: climate zones,</p>	<p>Use maps, atlases, globes and digital/computer</p>
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<p>so important?</p>	<p>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of the tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones</p>	<p>biomes and vegetation belts and rivers.</p> <p>Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe and record (VR Amazon Rainforest)</p>
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<p align="center"><u>DISCIPLINARY SKILLS</u></p> <p>L.I - To locate the world's rainforests. (longitude and latitude)</p> <p>L.I - To understand the location and climate of tropical rainforests.</p> <p>L.I - To understand the use and economic activity of the Amazon Rainforest.</p>				
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<p>Year 5 - Where do rivers start and how do they get to the sea?</p>	<p>Locate the world's countries, using maps To focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and landuse patterns; and understand how some of these aspects have changed over time</p>		<p>Describe and understand key aspects of: physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>To understand and explain how countries and geographical regions are interconnected and interdependent</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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, plans and graphs, and digital technologies</p>
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<p align="center"><u>DISCIPLINARY SKILLS</u></p> <p>L.I - To recognise and explain how human activity affects rivers over time.</p> <p>L.I - To recognise and explain how human activity affects rivers over time.</p>				
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	L.I - To locate and identify the key characteristics of one of the world's longest rivers.			
Year 6 - Where in the world is Salford? How do you read a map?	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn	Describe and understand key aspects of: physical geography: climate zones, biomes and vegetation belts, rivers and mountains. 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 fieldwork to observe and present features in the local area using digital technologies Use the eight points of a compass, four and six figure grid references, symbols and key (including Ordnance Survey maps)
	<u>DISCIPLINARY SKILLS</u>			
	L.I - To locate Salford in the wider world. L.I - To understand how my local area and my region fits into the wider world. L.I - To know how Salford is connected to the wider world. L.I - To identify and locate the main features of my region. L.I - To understand how our region meets people's needs. L.I - To use fieldwork to observe, measure and record and present results in a range of ways.			
Year 6 - How does the Northwest compare to South America? Comparison Study - Salford & Brazil (Northwest)	Locate the world's countries, using maps to focus on Europe and 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	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America Describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and	Describe and understand key aspects of: physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water To understand and explain how countries and geographical regions are	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use graphs to plot the weather between Salford and Brazil



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	Meridian and time zones (including day and night)	Capricorn, Arctic and Antarctic Circles and date and time zones Beginning to understand and explain geographical diversity across the world	interconnected and interdependent	
	<p style="text-align: center;"><u>DISCIPLINARY SKILLS</u></p> <p>L.I - To locate South America on a map and its key features (identify its environmental region - tropical, subtropical, temperate, boreal, polar).</p> <p>L.I - To identify key similarities and differences between Brazil and the UK.</p> <p>L.I - To compare exports from Brazil and UK.</p>			