

## Keyworth and Bessemer Geography Progression Map 2022

These key geographical skills and concepts reflect the National Curriculum and should be revisited throughout different units. They include:  
 Contextual world knowledge of locations, places and geographical features. • Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space. • Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information. This document should be used parallel to your geography topic cover sheet (with objectives) to ensure your pupils' learning is pitched correctly and shows progression.

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geography Topics</b>	Polar Regions (Cold Places) The Amazon Exploring my local area	Pirates The Seaside Adventure: Land and Sky/ <b>Transport(KW)</b>	Mountains and Volcanoes (Study of region in Europe) India (Focus on Climate and Biomes) Local Area Study - Summer 2	Food and Environment Olympics TBC	Mexico London Environment Summer 2	Japan Rivers Moving on
<b>National Curriculum</b>	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		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			
<b>Locational Knowledge - The Uk</b>	Children are able to:  Name and locate on a map the four countries and capital cities of the United Kingdom and locate them on a UK map  Children know the four compass points NSEW	Children are able to:  <b>Name, locate and identify the seas surrounding the UK</b>  Know about the local area and name and locate key landmarks. Create a vocabulary list of the human and physical features of the local area, describe these features, and locate them on a map using images or drawings.	Children are able to:  Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties  Can locate and describe some human and physical characteristics of the UK (e.g. use a map of the British Isles to locate and label the main British mountains and begin to describe the use of land	Children are able to:  Can locate the UK's major urban areas, knowing some of Can use a map or atlas to locate some countries	Children are able to:  Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.	Children are able to:  Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time.

National Curriculum	name and locate the world's seven continents and five oceans ♣		locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities			
<b>The World And Continents</b>	<p><b>Children are able to:</b></p> <p>Know what a continent is and know that it is located in Europe.</p> <p>I know where in the World the North and South Poles and the Equator are.</p>	<p><b>Children are able to:</b></p> <p>Name and locate the worlds five oceans.</p> <p>Can identify, name and locate the seven continents.</p>	<p><b>Children are able to:</b></p> <p>Locate the world's countries, focusing on Europe and North and South America and Asia</p> <p>Locate some countries in Europe and North and South America on a map or atlas.</p>	<p><b>Children are able to:</b></p> <p>Can relate continent, country, state and city, and identify states in North America using a map</p>	<p><b>Children are able to:</b></p> <p>Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p><b>Children are able to:</b></p> <p>Can locate cities, countries and regions of Europe and North and South America and Asia (Japan) on physical and political maps.</p> <p>The pupil can describe key physical and human characteristics and environmental regions of Asia Europe and North and South America.</p>
National Curriculum	<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 key vocabulary to describe physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>		physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			

<p><b>Physical Themes</b></p>	<p>Children are able to:</p> <p>Can identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind and sunshine) *</p> <p>Can describe how the weather can change during the day or what it is likely to be like at different times of the year (in my locality/at another place I have studied) *</p> <p><a href="#">Link with science curriculum</a></p> <p>Can talk about and describe my locality.</p> <p>Can identify hot &amp; cold areas of the world (using globes and atlases) in relation to the Equator &amp; North &amp; South Poles.</p>	<p>Children are able to:</p> <p>Can describe some differences between places near the equator and cold places</p> <p>Can compare some places at a local scale (eg where I live and another place at a similar scale in a non-European country).</p> <p>Can recognise and describe simple patterns in the environment (eg: patterns during the day/seasonal changes)</p> <p>Can recognise a natural environment and describe it using key vocabulary.</p>	<p>Children are able to:</p> <p>Can use simple geographical vocabulary to describe significant physical features and talk about how they change.(e.g. make a working model of a volcano, label it with the features of a volcano and explain what happens when it erupts).</p> <p>Can understand how a mountain region is/was formed</p> <p>I can recognize that the world is made up of climate zones</p>	<p>Children are able to:</p> <p>Can understand how food production is influenced by climate (e.g. produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations).</p> <p>Can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.</p>	<p>Children are able to:</p> <p>Can describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p>	<p>Children are able to:</p> <p>Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers</p> <p>Can describe a river and environment in the UK, using appropriate geographical vocabulary.</p> <p>Can describe and understand a range of key physical processes and the resulting landscape features.</p> <p>Can demonstrate an understanding of the differing impacts of earthquakes of different strengths, or of those that occur in different types of environments</p>
<p><b>National Curriculum</b></p>	<p>Use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>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>			
<p><b>Human Geography</b></p>	<p>Children are able to:</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Can identify a range of human environments, such as the local area and identify them using some of the activities that occur there, using key vocabulary</p>	<p>Children are able to:</p> <p>Can identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that</p>	<p>Children are able to:</p> <p>Can identify different human environments, such as the local area and contrasting settlements such as a village and a city</p> <p>Can describe their features and some activities that occur there using a range of key vocabulary (e.g. from a number of world cities from different continents,</p>	<p>Children are able to:</p> <p>Can understand the basic physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Can recognise that some regions are different from others</p> <p>Can understand that products we use are</p>	<p>Children are able to:</p> <p>Know and understand what life is like in cities, in villages, and in a range of settlement sizes.</p> <p>Can understand that products we use are imported as well as locally produced.</p>	<p>Children are able to:</p> <p>Can understand where our energy and natural resources come from .</p> <p>Know and understand what life is like in cities and in villages and in a range of settlement sizes.</p>

		occur there using key vocabulary	identify key features of a city from images or a video, identifying two differences and two similarities to the area in which they live, and talk with confidence about which city they would prefer to live in and why).	imported as well as locally produced  Can understand that our shopping choices have an effect on the lives of others.	Can explain how the types of industry in the area have changed over time.	
<b>Understanding Places and Connections</b>	<p>Can make observations about, and describe, the local area and its physical and human geography</p> <p>Can describe an aspect of the physical and human geography of a distant place. EG the arctic/the rainforests</p>	<p>Can show awareness of their locality and identify one or two ways it is different and similar to the distant place (e.g. complete a travel document to visit a place they have studied; be supported in a role play to explain why they wish to visit this place).</p> <p>Can describe an aspect of the physical and human geography of a distant place.</p>	<p>Can understand the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Can explain why some regions are different from others with reference to climate and biomes</p>	<p>Can describe and compare similarities and differences between some regions in Europe and North America.</p> <p>Can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special</p> <p>Understand how a region has changed and how it is different from another region of the UK (e.g. produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people).</p>	<p>Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity.</p> <p>Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Understand how human activity is influenced by climate and weather.</p> <p>Can explain several threats to wildlife/habitats</p>	<p>Can understand how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research).</p> <p>Understand hazards from physical environments and their management, such as avalanches in mountain regions</p>
<b>National Curriculum</b>	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 * use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map		use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * 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			

<p><b>Mapping</b></p>	<p><b>Children are able to:</b></p> <p>Use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality/ in the wider world)</p> <p>Can use aerial photos to identify physical and human features of a locality.</p> <p>Can draw a simple map with a basic key of places showing landmarks (e.g. create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor).</p>	<p><b>Children are able to:</b></p> <p>Can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language</p> <p>Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas (e.g. locate the continents where different animals live on a blank base map of the world using an atlas).</p> <p>Can use aerial images (Digimaps) to help me describe what a place is like and locate key features.</p> <p>Can read, use and make simple symbols on maps and diagrams (to help me find out about places and share information).</p>	<p><b>Children are able to:</b></p> <p>Can use a map or atlas to locate some countries and cities in Europe</p> <p>Can use four-figure grid references.</p>	<p><b>Children are able to:</b></p> <p>Can use a map to locate some states of the USA.</p> <p>Can give direction instructions up to eight compass points.</p> <p>Can use a map or atlas to locate some countries in North and South America</p> <p>Can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. (E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.)</p>	<p><b>Children are able to:</b></p> <p>Can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</p> <p>Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>Can use thematic maps for specific purposes (e.g. use physical and political maps to identify the Alps, its countries, cities and topography).</p> <p>Can use four-figure grid references and find six-figure grid references.</p> <p>Can read and compare map scales (e.g. use a large-scale OS map of the local area to annotate with photographs and information about a local issue).</p>	<p><b>Children are able to:</b></p> <p>Can adeptly use large-scale maps outside (e.g. follow a local river downstream on an OS map, identify human and physical features along the river's course and record these with grid references).</p> <p>Can describe height and slope from a map.</p>
<p><b>National Curriculum</b></p>	<p>Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</p>		<p>To 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>			
<p><b>Fieldwork</b></p>	<p>Can keep a weekly weather chart based on first-hand observations using picture</p>	<p>Can make and use simple maps and plans (paper and digital) to help me</p>	<p>Can make a map of a short route with features in the correct order and in the correct places.</p>	<p>Can present information gathered in fieldwork using simple graphs.</p>	<p>Can make sketch maps of areas using symbols, a key and a scale.</p> <p>Can use digital maps to</p>	<p>Can, in a group, carry out fieldwork in the local area selecting appropriate techniques (e.g. create a</p>

	<p>symbols, and present this data.</p> <p>Can locate features of the school grounds on a base map (e.g. go into the playground to observe the weather and record this, building up a table of information to be discussed and described).</p> <p>I can talk about /describe a locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there).</p> <p>I can ask and answer some questions to help me investigate</p>	<p>investigate and compare places.</p> <p>I can investigate my locality through fieldwork and collect data to help me describe and compare places.</p> <p>I can use geographical vocabulary to ask and answer questions about places and give my opinion.</p>	<p>Can present information gathered in fieldwork using simple graphs.</p> <p>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).</p>	<p>Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g. plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is; collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council).</p>	<p>investigate features of an area.</p> <p>Can present information gathered in fieldwork using a range of graphs (e.g. research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers).</p>	<p>river in the playground using natural materials - using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and label with key river features and processes).</p>
<p><b>Climate Awareness and Global Responsibility &amp; Sustainability *In Development</b></p>	<p>Understand the distinction between 'weather' and 'climate'</p> <p>Know that trees help to cool the world down.</p> <p><i>Pupils understand the impacts of our changing climate on some animals, plants and environments both in our locality and elsewhere</i></p> <p><i>Pupils know some of the impacts of our changing climate on people, both in our locality and elsewhere</i></p>	<p><b>Children are able to:</b></p> <p>Evidence and consolidate skills from previous years, in addition to:</p> <p>Pupils know that the climate is always changing but is changing faster today than it has before</p> <p>Pupils know that some impacts of our changing climate are happening now and others will happen in the future</p>	<p><b>Children are able to:</b></p> <p>Evidence and consolidate skills from previous years, in addition to:</p> <p>Pupils are familiar with the terms 'atmosphere', 'Climate Change' and 'greenhouse gas emissions'</p> <p>Pupils know that some natural processes like trees growing, healthy soils and oceans take greenhouse gases out of the atmosphere.</p> <p>Pupils can explain why many institutions have declared a 'Climate</p>	<p><b>Children are able to:</b></p> <p>Evidence and consolidate skills from previous years, in addition to:</p> <p>Pupils understand that burning coal, oil and gas has an impact on the climate and have a basic understanding of the scientific processes involved</p> <p>Pupils can identify current impacts, and a range of predicted future impacts depending on levels of heating, including human migration</p>	<p><b>Children are able to:</b></p> <p>Evidence and consolidate skills from previous years, in addition to:</p> <p>Pupils can clearly articulate the link between burning fossil fuels and climate change using appropriate scientific vocabulary</p> <p>Pupils can identify a range of impacts of our changing climate on people in the past and present, in their local area, in the UK, and also across the world</p>	<p><b>Children are able to:</b></p> <p>Evidence and consolidate skills from previous years, in addition to:</p> <p>Pupils know what the Intergovernmental Panel on Climate Change is and can discuss some recent findings</p> <p>Pupils understand how climate change is a factor in the current loss of biodiversity and can describe some future predictions in connection with this</p>

			<p>Emergency, and what this means (see below re impacts of Climate Change)</p> <p>Pupils know about some of the impacts that higher temperatures are having on people already.</p>			
<b>Vocabulary</b>	Weather and Climate	Weather and Climate	<p>Climate change</p> <p>Atmosphere</p> <p>Greenhouse effect</p>	<p>Greenhouse Gas emission</p> <p>Carbon emissions</p> <p>Carbon dioxide</p> <p>Fossil fuels</p> <p>Renewable energy</p>	<p>Carbon footprint</p> <p>Climate emergency</p> <p>Ecosystems</p> <p>Carbon sinks</p> <p>Biodiversity</p>	<p>Permaculture Climate justice</p> <p>Intergovernmental Panel on Climate Change</p> <p>Tipping points</p>