



Mere Green Primary School Geography Progression Overview



Year Groups	Locational knowledge	Place knowledge	Human and physical knowledge	Geographical skills and fieldwork
Year 1	<p>To name and locate some places in their locality, the UK and the wider world.</p> <p>To locate the UK on a world map.</p> <p>To name and locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>To know about the local area and name and locate key landmarks.</p> <p>To make observations and compare two local areas, both the physical and human features.. (Giants Causeway and Mere Green)</p> <p>Northern Ireland - Giant's Causeway</p> <p>Compare with local context to school.</p>	<p>To identify seasonal and daily weather patterns in the UK.</p> <p>To name the seasons.</p> <p>To recognise the human and physical environment and use some geographical words relating to these.</p> <p>To express their views on some features of the environment.</p>	<p>To ask and answer simple geographical questions.</p> <p>To make observations and compare two local areas, both the physical and human features.. (Giants Causeway and Mere Green)</p> <p>To observe and describe daily weather patterns.</p> <p>To undertake simple fieldwork skills to study the geography of our school. Note taking, videoing, data collection, sketches and observations.</p> <p>To use a range of sources such as simple maps, globes, atlases, aerial photographs and images.</p> <p>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.</p> <p>To create a school map using symbols and begin to use relevant scale.</p> <p>To draw picture maps of imaginary places from stories.</p> <p>To keep a weather chart, based on first hand observations using picture symbols and to present this</p>

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				<p>data.</p> <p>MAP TYPES: World Map. UK Simple Map. Local Map (with symbols). Electronic Globes and maps. Picture Map.</p>
Year 2	<p>To name and locate the world's seven continents and five oceans.</p> <p>To describe where a country and animal's habitat is in relation to other continents and it's/there position in relation to the equator and north and south poles.</p>	<p>To describe the climate of countries in relation to their position to the equator and the poles.</p> <p>To identify similarities and differences of locations (one UK and one non-European) considering both the human and physical geography of these locations.</p>	<p>To describe places and features using simple geographic vocabulary.</p> <p>To make observations about features that give places their character.</p> <p>To explore the human and physical geography of a small area of a non-European country. (Kenya)</p> <p>To explain the difference between weather and climate.</p> <p>To locate hot and cold areas in relation to the Equator and the North and South Poles.</p> <p>To recognise different natural and human environments and describe them using a range of key vocabulary.</p> <p>To make comparisons of different environments and say why these differences occur.</p> <p>To Introduce Arctic and Antarctic</p>	<p>To ask and answer simple geographical questions when investigating different places and environments.</p> <p>To describe similarities and differences and patterns.</p> <p>To identify seasonal and daily weather patterns in non – European countries.</p> <p>To use a world map, atlas or globe to locate the 7 continents and 5 oceans as well as the United Kingdom and its countries and to follow simple routes.</p> <p>Use aerial photographs confidently to recognise landmarks and basic human and physical features of hot and cold locations.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and</p>

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			<p>circle.</p>	<p>right], to describe the location of features on a map and follow routes.</p> <p>To express their views on the environment and can recognise how people sometimes affect the environment.</p> <p>To devise a simple map with basic symbols as a key.</p> <p>To begin to understand the need for a key.</p> <p>MAP TYPES: Electronic globe and map. World map UK map – political map OS map of locality – large scale.</p>
<p>Year 3</p>	<p>To locate the world's continents on a map, atlas.</p> <p>To locate and describe where the United Kingdom is located on a world map.</p> <p>To locate where they live in the UK and name and locate counties and cities of the United Kingdom.</p> <p>To locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p> <p>To identify the position and significance of the Prime/Greenwich Meridian and time zones.</p> <p>Identify the position of the equator,</p>	<p>To identify types of settlement and land use, economic activity including trade links, and the distribution of natural resources in Birmingham.</p> <p>To describe the characteristics of settlements with different functions, e.g. coastal towns, urban cities.</p> <p>To identify and sequence a range of settlement sizes from a village to a city.</p> <p>To compare and contrast two settlements, considering their human and physical geography.</p> <p>To understand how human Geography has changed over time in the local area.</p>	<p>To use geographical language to identify and explain some aspects of human and physical features and patterns.</p> <p>To make observations about places and features that change over time.</p> <p>To understand and explain the advantages and disadvantages of living in hazard-prime areas. E.g. location of previous earthquake.</p> <p>Describe and understand key aspects of physical geography, including: volcanoes and earthquake.</p>	<p>To ask and answer geographical questions when investigating different places and environments.</p> <p>To describe similarities and differences and patterns when comparing places.</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.</p> <p>To use a range of sources including maps, digital maps, atlases, globes and satellite images to research and describe features studied.</p> <p>To beginning to use the eight points of a compass, four figure grid references, symbols and key</p>



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	<p>Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic circle.</p>			<p>(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>To express their opinions on environmental issues and recognise how people affect the environment both positively and negatively.</p> <p>To communicate geographical information through a range of methods including the use of IT.</p> <p>To draw to scale a map of the local area with features in the correct places.</p> <p>To understand the need for a key and use it within a map created.</p> <p>MAP TYPES: Large scale OS map. UK map – political, population, topographical. UK map – historical – land use and population World Map – earthquakes and volcanos.</p>
<p>Year 4</p>	<p>To locate the world's continents on a map, atlas.</p> <p>To locate and describe where the United Kingdom is located on a world map.</p> <p>To locate, with increasing accuracy, countries in Europe.</p> <p>To understand the term, 'climate zones' and identify some differing ones.</p>	<p>Identify which resources countries export. Compare to what the UK export.</p> <p>To compare and contrast an area of Italy with the UK, in both human and physical geography.</p>	<p>To use geographical language to identify and explain some aspects of human and physical patterns.</p> <p>To describe how features and places change and the links between people and environments.</p> <p>To understand that land can be used for a number of purposes and to consider reasons for different land uses.</p> <p>To identify how land use in the local</p>	<p>To ask and answer more searching geographical questions such as 'how?' or 'why'?</p> <p>To identify similarities and differences when investigating places, environments and people.</p> <p>To observe, measure and record physical and human features of the environment using sketches, plans, graphs and digital technology.</p> <p>Investigate and collect data using a</p>

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	<p>To begin to understand the causes and consequences of climate change.</p> <p>To identify the position and significance of the Prime/Greenwich Meridian and time zones and understand the significance of latitude and longitude, the Tropic of Cancer and Capricorn.</p>		<p>area has changed over time.</p> <p>To describe and understand aspects of physical geography of the UK that determines what we export.</p> <p>Identify key physical and human characteristics of Italy with mountains and climate zones.</p> <p>To understand the water cycle.</p>	<p>thermometer and interpret the results.</p> <p>To use a range of sources including digital and OS maps, atlases, globes, satellite images to research geographical information.</p> <p>To use the eight points of a compass, four figure grid references and to become more confident with using symbols and keys.</p> <p>To express opinions and recognise that other people might think differently.</p> <p>To draw to scale a map of an area studied, with features and symbols in the correct order and a key used to represent information.</p> <p>MAP TYPES: Europe Map – political, climate, population and tourism. (Atlas) Italy Map – Topographical, regions, industry and climate. Historical world maps - (linked to trade) World Map – Political, climate, topographical, temperature and rainfall. OS Maps Digital Maps and Globes.</p>
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Year 5	<p>To locate the world's continents on a map, atlas and name some countries that can be found in that continent.</p> <p>To locate and describe where the United Kingdom is located on a world map.</p> <p>To locate, with accuracy, a number of countries in Europe on a world map.</p> <p>To locate North and South America on a world map and to locate the countries, mountain ranges, capitals and rivers and oceans of North America.</p> <p>To identify the position and significance of the Prime/Greenwich Meridian and time zones and understand the significance of latitude and longitude, the Tropic of Cancer and Capricorn.</p>	<p>To have studied a region of the UK and a region of North America, identifying similarities and differences in their physical and human geography.</p> <p>Use maps to learn about places through reading symbols and map keys.</p> <p>Compare regions in the UK to North America; Birmingham and New York.</p>	<p>To use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</p> <p>To identify aspects of human and physical geography that have changed over time.</p> <p>To understand the features of a river and to identify the position of a river within the water cycle.</p>	<p>To ask and respond to questions that are more casual. E.g, Why is that happening in that place? Could it happen here?</p> <p>To recognise geographical issues affecting people in different places and environments.</p> <p>To express and explain their opinions on environmental issues and understand why some people think differently.</p> <p>To use a range of sources including digital and OS maps, atlases, globes, satellite images to research geographical information and select the most appropriate source for the purpose.</p> <p>To 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> <p>To use fieldwork to observe, measure record and present physical and human features of the environment using sketches, plans, graphs and digital technology.</p> <p>To investigate land use surrounding a river.</p> <p>To take measurements and recordings in land surrounding a river.</p> <p>To draw a range of maps based on</p>
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				<p>own data, using symbols and a key.</p> <p>MAP TYPES: World Map – showing longitude and latitude. Map of North America – political, time zones map. OS map of local area. UK – political map UK – rivers map Use contents page and index</p>
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Year 6	<p>To locate the world's continents on a map, atlas and name some countries that can be found in that continent.</p> <p>To locate and describe where the United Kingdom is located on a world map.</p> <p>To locate, with accuracy, a number of countries in Europe on a world map.</p> <p>To locate North and South America on a world map and to locate the countries, mountain ranges, capitals and rivers, coasts and oceans of South America.</p> <p>To locate a number of countries in South America.</p> <p>To identify the position and significance of the Prime/Greenwich Meridian and time zones and understand the significance of latitude and longitude, the Tropic of Cancer and Capricorn.</p>	<p>To have studied a region of the UK and a region of South American, identifying similarities and differences in their physical and human geography.</p> <p>To understand geographical similarities and differences of Peru and Texas.</p> <p>To identify and explore the different regions across Brazil, including climate and biomes.</p>	<p>To use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</p> <p>To identify aspects of human and physical geography that have changed over time.</p> <p>To compare physical and human characteristics of Peru and Texas including its climate ('El Nino').</p> <p>To understand how biomes and ecosystems have a key link to physical geography.</p> <p>To examine the distribution of natural resources (including energy, food, mineral and water) and economic activity. Consider the renewable sources of energy and how they can be used.</p>	<p>To ask and respond to questions that are more causal. E.g What happened in the past to cause that? How is it likely to change in the future?</p> <p>To make predictions and test hypotheses about people, places and geographical issues.</p> <p>To analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p> <p>To 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> <p>To confidently use a range of sources including digital and OS maps, atlases, globes, satellite images to research geographical information and select the most appropriate source for the purpose.</p> <p>To communicate geographical information using a wide range of methods.</p> <p>To interpret a biome map using a key.</p> <p>To interpret and spotting patterns on a natural resource.</p> <p>To draw a range of maps based on own data, using symbols and a key.</p> <p>MAP TYPES:</p>
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