

Geography Progression – Alton Park Junior School

Intent:

By the end of year 6, pupils at Alton Park Junior School will:

Aspiration – be equipped with the skills necessary to function in a wider society, recognise their influence, and positively contribute to the world around them.

Learning - have a wide range of geographical skills, particularly in mapping and fieldwork/local studies. Pupils will have exposure to exciting and enticing lesson sequences that involve them getting out into the environment.

Tenacity - have access to geography learning that will have some challenging content. Students will become resilient learners.

Opportunity - be exposed to hands-on experiences and different learning opportunities in the geography curriculum. They will recognise potential career paths in the field of geography.

Nurture – feel included within our world and society as well as nurturing the environment around them.

	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Locational and Place knowledge</p> <p>Discrete geography teaching of basic geographical knowledge.</p>	<p>Name and locate significant places in their local area.</p> <p>Continuous knowledge of continents, UK countries and capitals of the UK and surrounding oceans, 5 oceans.</p>	<p>Name and locate a wider range of places in the UK.</p> <p>Revise knowledge of continents, UK countries and capitals of the UK and surrounding oceans, 5 oceans. Continuous knowledge of European countries.</p>	<p>Name and locate a wider range of places in their locality, the UK and Europe including some globally significant features.</p> <p>Revise knowledge of continents, UK countries and capitals of the UK and surrounding oceans, 5 oceans, European countries. Continuous knowledge of latitude and longitude, tropics, hemispheres, arctic and Antarctic.</p>	<p>Name and locate an increasing range of countries and cities in North and South America globally and topically significant features and events (deforestation, change).</p> <p>Revise knowledge of continents, UK countries and capitals of the UK and surrounding oceans, 5 oceans, European countries, latitude and longitude, tropics, hemispheres, arctic and Antarctic. Prime and Greenwich meridian.</p>	<p>Name and locate an extensive range of places (rivers, forests and tundras) in the world including globally and topically significant features and events (climate change and coastal erosion).</p> <p>Revise knowledge of continents, UK countries and capitals of the UK and surrounding oceans, 5 oceans, European countries, latitude and longitude, tropics, hemispheres, arctic and Antarctic, Prime and Greenwich meridian. Time zones.</p>
<p>Human and Physical geography</p>	<p>Describe places and features using simple geographical vocabulary.</p> <p>Make observations about features that give places their character.</p>	<p>Build on geographical language to describe some aspects of human and physical features.</p> <p>Make observations about places and features that change over time (how the local town has changed over time).</p>	<p>Continue to build on geographical language to identify and explain some aspects of human and physical features and an emphasis on patterns (population, land use, clustering of cities).</p> <p>Describe how features and places change and the links between people and environments (changes in the town over time).</p>	<p>Build on 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>Demonstrate understanding of how and why some features or places (E.g. Clacton/Mersea) are similar or different and how and why they change.</p>	<p>Build on geographical language. Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns (fossil fuels, deforestation).</p> <p>Explain some links and interactions between people, places and environments (connection between agriculture and deforestation).</p>

Geographical Skills: Enquiry and Investigation	<p>Ask and answer simple geographical questions when investigating different local places and environments.</p> <p>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</p>	<p>Ask and answer more searching geographical questions (What is it like? Where do most people live in the world? Where are different mountain ranges in the world?) when investigating different places and environments in the UK.</p> <p>Begin to gather evidence and make comparisons of different locations in the UK.</p>	<p>Ask and respond to more searching geographical questions including 'how? (How did deserts/rivers form?)' and 'why? (Why is the water cycle the way it is?)'</p> <p>Analyse the evidence and draw conclusions between different locations in the wider world (Compare biomes).</p>	<p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? How is it likely to change in the future?</p> <p>Investigate places on a larger scale (distant places and use a range of geographical sources (photos, maps, geographical data).</p>	<p>Suggest geographical questions for investigation.</p> <p>Collect and record evidence independently about land use, from field work. Look at patterns and explain reasons behind these.</p>
Geography Skills: Fieldwork	<p>Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</p>	<p>Observe, record, and name geographical features in their local environments.</p>	<p>Observe, record, and explain physical and human features of the environment.</p>	<p>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</p>	<p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p>
Geographical Skills: Communicate Geographical Information	<p>Express views about the environment and can recognise how people sometimes affect the environment.</p> <p>Create their own simple maps and symbols.</p>	<p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p> <p>Communicate geographical information through a range of methods including the use of ICT.</p>	<p>Express their opinions on environmental issues and recognise that other people may think differently.</p> <p>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>	<p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</p> <p>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</p>	<p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>Communicate geographical information using a wide range of methods including writing at increasing length.</p>
MAPPING					
Direction/location	<p>Follow directions (Up, down, left/right, forwards/backwards). Use geographical terms and</p>	<p>Follow a route on a map.</p> <p>Use 4 compass points to follow/give directions: Use</p>	<p>Follow a route on a large scale map.</p>	<p>Use 8 compass points; Begin to use 6 figure grid references to locate features on a map.</p>	<p>Use 8 compass points confidently and accurately; Use 4 and 6 figure</p>

	directions such as North, South East and West.	letter/number coordinates to locate features on a map. Begin to match boundaries (Find the same boundary of a country on different scale maps)	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. coordinates (4 figures) to locate features on a map confidently.		coordinates confidently to locate features on a map. Begin to use 6 figure grid references; use latitude and longitude on atlas maps.
Drawing maps	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photographs). Begin to understand the need for a key. Use class agreed symbols to make a simple key	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. Use standard symbols and know the importance of a key.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Recognise and use OS map symbols, including the completion of a key and understanding its importance. Draw a sketch of a map from a high viewpoint.	Begin to draw a variety of thematic maps based on their own data. Draw a sketch of a map using symbols and a key. Use and recognise OS map symbols regularly.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use/recognise OS map symbols; Use atlas symbols.
Using maps	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on a larger scale range using a variety of maps e.g. map of Europe (globe, OS, digital and flat maps). Use 4 figure compasses and letter/number coordinates to identify features on a map. Follow a route on a map with some accuracy.	Locate places on large scale maps (variety of scales), (e.g. Find UK or India on globe). Follow a route on a large-scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find the wettest part of the world). Follow maps during orienteering.	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns).
Style of maps	Find land/sea on the globe.	Use large scale OS maps.	Use large and medium scale OS maps.	Use index and contents pages within atlases.	Use OS maps.

	<p>Use teacher drawn base maps.</p> <p>Use large scale OS maps.</p> <p>Use an infant atlas.</p>	<p>Begin to use map sites on the internet.</p> <p>Use atlas to locate mountains and volcanoes around the world and UK.</p> <p>Begin to identify features on aerial/oblique photographs.</p>	<p>Use atlases.</p> <p>Use map sites on the internet. Identify features on aerial/oblique photographs.</p>	<p>Use medium scale land ranger OS maps.</p>	<p>Confidently use an atlas.</p> <p>Recognise the world map as a flattened globe.</p>
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