South Lake Primary School - Progression of learning - Geography

Long term overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Marvellous Me** *The World* Physical features Techniques	**Fabulous Festivals** *People, Culture and Communities.* Location Physical features Human processes	**Earth and Space** *The World* Physical features Location	**Earth and Space** *The World* Physical features *Location*	**The Living World** *The World* **Physical features**	**The Living World** *The World* Physical processes Physical features
KS1	**Mapping the world** Techniques	**UK, England, London** Location Physical features Human features Diversity	**Continents and oceans** Location Physical features Human features	**Climate** Location, Physical features	**Australia** Location Physical features Human features Diversity	**Great Barrier Reef** Diversity Human processes
LKS2	**Mapping the world** Techniques	**Rivers (landscapes)** Location Physical features Human features	**Erosion and deposition** Physical processes	**Earthquakes and volcanoes** Location Physical features Physical processes	**International trade: tourism and food** Human features Human processes Diversity	
UKS2	**Using maps** Techniques	**Ocean currents** Human features Physical processes	**Biomes (deciduous forest, desert)** Location Physical features Diversity Human processes	**Biomes (marine, rainforest)** Location Physical features Diversity Human processes	**South America (population)** Location Diversity Human features	**South America (rivers, mountains)** Location Physical features Techniques

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	Investigate places ***(Location, physical and human features, diversity)***	Investigate patterns ***(Physical processes and human processes)***	Communicate geographically ***(Techniques and vocabulary)***
EYFS	• Know there are different countries in the world. • Draw information from a map. • Use some new vocabulary. • Ask questions. • Talk about what they experience outside with a wide vocabulary. • Explore the natural world around them. • Recognise some environments are different to the one in which they live.	• Understand the effect of the changing seasons on the natural world around them. • Recognise the similarities and differences between life in this country and in other countries.	• Know there are different countries in the world. • Draw information from a map
KS1	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • 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. • Identify land use around the school.	• Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1).

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	Investigate places ***(Location, physical and human features, diversity)***	Investigate patterns ***(Physical processes and human processes)***	Communicate geographically ***(Techniques and vocabulary)***
LKS2	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	• Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	• Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
UKS2	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.	• Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.	• Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
 Location	**People, Culture and Communities.** Know there are different countries in the world. Draw information from a map.	**The United Kingdom** List (and show on a map) the countries that make up: Great Britain, The United Kingdom and The British Isles. Identify: Which Ocean the United Kingdom is in, and which country is south of the United Kingdom. Explain the terms, archipelago, union, monarchy and democratic government. Know what the flag of England is called and the national emblem.	**The United Kingdom** Summarise the geographical location of the United Kingdom. Point out the difference between: Great Britain, the United Kingdom, the British Isles. Discuss whether Great Britain is an island. Investigate some of the most remote islands of the British Isles- archipelago. Suggest reasons why people may live in remote areas of the British Isles. Explain some of the features of the United Kingdom's government. Compare and contrast a republic with a monarchy. Compare England's location with the location of other countries in the United Kingdom. Identify the border counties of England.	**Earthquakes and Volcanoes** Locate and label on a map areas that have examples of the lowest and highest intensity volcanoes. Locate and label on a map the areas affected by the: • 2004 Boxing Day tsunami • 1906 San Francisco earthquake • 79 CE eruption of Vesuvius	**Earthquakes and Volcanoes** Compare and contrast the geographical locations of mountainous areas with extinct volcanoes and mountainous areas with active, high intensity volcanoes. Investigate the extent of the area affected by the 2004 Boxing Day tsunami.	**Biomes – Deciduous Forest, desert, marine, rainforest** Locate and label on a map the Earth's biome. Locate and label on a map the Earth's climate zones.	**Biomes – Deciduous Forest, desert, marine, rainforest** Compare and contrast the geographical locations of the seven climate zones. Relate knowledge of the location of biomes to the location of climate zones.
				International Trade- Food Define the term 'food miles'. Locate on a map and label the food miles for a range of foods imported into the United Kingdom. Define the term 'food security'. Locate on a map and label areas where the food security risk is high.	**International Trade- Food** Compare and contrast the geographical locations from which oranges and bananas are imported into the UK. Explain some of the concerns about food miles. Investigate the issue of food security in African countries.	**South America- Rivers, Mountains** Locate and mark on a map the location of South America's three main river basins, the highest waterfall in the world and the geographical location of South America's major mountain range. Know the countries that the Andes mountain range pass through. Locate and mark on a map the highest peak in the Andes and the world's highest capital city.	**South America- Rivers, Mountains** Compare and contrast the locations into which the Amazon and Volga rivers discharge. Discuss which best describes the geographical location of the Amazon River basin: • the world's largest river basin with an area of almost 2.7 million square miles • a river basin fed by tributaries from the glaciers of the Andes • a river basin covering most of northern South America? Create similar questions about the geographical locations of the other two main river basins in South America. Give a broad overview (apply) of the geographical distribution of mountain ranges in South America. Show how the western coast of South America is part of a wider seismic zone. Relate knowledge of biomes in South America to knowledge of mountainous areas and draw some conclusions. Propose some reasons why the ancient citadel of Machu Picchu is located where it is.
		Continents and Oceans Locate and mark on a map the seven continents and the five oceans. Know what the closest seas to the United Kingdom are.	**Continents and Oceans** Organise the continents and oceans in order of size. Discuss which best describes the location of the continent of Africa: the second biggest continent, a continent in the northern and southern hemisphere or a poor continent.				
		Weather and Climate Locate and label where polar climates, equatorial climates and desert climates are found.	**Weather and Climate** Compare and contrast the locations of polar, equatorial and desert climates. Discuss which best describes the location of equatorial climates: very hot places, places that have rainforests, near the equator.				
		Australia Describe the location of Australia, its capital city, and the ocean that surrounds it. Know the term Commonwealth and if Australia is a continent or a country.	**Australia** Compare and contrast the location of Australia and the United Kingdom.				
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

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Physical features	**People, Culture and Communities.** **The Natural World** Use some new vocabulary. Ask questions. Use basic vocabulary to shape ideas. Engage in non -fiction books. Listen to and talk about selected non-fiction books to develop deep familiarity with new knowledge and vocabulary. Identify parts of a book. Talk about what they experience outside with a wide vocabulary. Explore the natural world around them. Recognise some environments are different to the one in which they live. Understand the effect of the changing seasons on the natural world around them.	**Continents and Oceans** Discuss the part of the Earth's crust that is not submerged by water. Identify the continents and which is the biggest. Understand what 'saline' means. Discuss what oceans that are enclosed are called.	**Continents and Oceans** Explain the difference between a continent and a country, an ocean and a sea.	**Landscapes- Rivers** Explain what a watercourse is. Explain which physical process a river is part of. Describe what happens to water in a river. Describe what the name of a smaller river that flows into a larger river is. Name some synonyms for rivers. Identify the name for the beginning and end of a river? Draw and label: a river's channel, bed and banks, upstream, downstream, left bank and right bank. Draw a cross section of a river and describe its shape. Draw and label a meander. Name a European river that has a meander. Discuss the terms delta, estuary, subterranean river?	**Landscapes- Rivers** Describe the difference between a: • river's source and its mouth • tributary and a river • surface and a subterranean river • meander and a mouth Investigate the physical features of a European river estuary.	**Biomes – Deciduous Forest, desert, marine, rainforest** Understand what a biome is. Name the main biomes. Define the word 'climate'. Identify what a climate zone is. Name the main climate zones. Describe the difference between a terrestrial and aquatic biome.	**Biomes – Deciduous Forest, desert, marine, rainforest** Organise information about the world's biomes (by using the knowledge webs for each biome provided). Compare and contrast the biomes. Investigate two areas in two biomes selecting relevant information about their physical features.
		Weather and Climate Define the word 'climate' and 'weather'. Describe the physical features of polar climates, equatorial climates and desert climates Identify another name for equatorial climates.	**Weather and Climate** Identify the similarities and differences in the physical features of polar, equatorial and desert climates. Summarise the difference between weather and climate.				
		Australia Identify what is: the Outback, Uluru, Australia's highest peak, Australia's longest river and the Great Barrier Reef.	**Australia** Compare and contrast the main physical features of Australia and the United Kingdom.	**Earthquakes and Volcanoes** Label and describe the Earth's: • core • outer core • mantle • crust. Describe what tectonic plates are. Identify what the boundaries of tectonic plates are called. Locate and label on a world map the main tectonic plate boundaries.	**Earthquakes and Volcanoes** Compare and contrast the Earth's crust and mantle. Explain the physical features of a volcano. Identify the similarities and differences of the physical features of a volcano and a mountain. Relate knowledge of plate tectonics to understanding of rocks and fossils. Investigate how the world's continents have changed in appearance since the creation of the Earth.	**South America- Rivers, Mountains** Define the word 'tributary'. Describe a river basin. List information about the physical features of South America's three main river basins. Define the term 'seismic activity'. Describe the physical features of areas of tectonic subduction. Explain what a plateau is. Identify which South American cities can be found on a mountain plateau.	**South America- Rivers, Mountains** Compare and contrast the physical features of the Paraná and the Volga river basins. Propose reasons why the Amazon does not have a delta whereas the Volga does. Investigate the physical features of some of the significant aspects of the Orinoco River basin. Compare and contrast the physical features of cities in South America that are situated at high altitudes and low altitudes. Relate knowledge of mountainous areas to knowledge of the population in South America.
		Great Barrier reef. Explore what is a reef, a barrier reef and how big the Great Barrier Reef is.	**Great Barrier reef.** Summarise information about the Great Barrier Reef's physical features. Discuss what best describes the Great Barrier Reef's physical features: a huge structure, visible from space, bigger than the country Italy, a huge structure off the coast of Australia, a huge structure, with a vast range of species, living in and around it.				

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		**United Kingdom** Name England's capital city. Identify what most land in cities is used for. Identify what most land in the countryside is used for.	**United Kingdom** Compare and contrast the populations of the countries of the United Kingdom. Compare and contrast the human features of cities and rural areas.	**Landscapes- Rivers** List some safe ways of crossing a river. Give examples of bridges crossing the primary rivers of Europe.	**Landscapes- Rivers** Explain why bridges are situated where they are. Do you agree? Bridges are sometimes more than just a functional construction	**Oceans – Currents** Describe what is known as the Great Pacific Garbage Patch.	**Oceans – Currents** Explain the term 'plastic pollution' and how this relates to ocean currents. Investigate how knowledge of ocean currents may help search and rescue teams when a boat or person goes missing at sea
		Continents and Oceans Discuss what is a country and which continent is uninhabited.	**Continents and Oceans** Explain why Antarctica is not inhabited.	**International Trade and Tourism** Define the word 'tourism'. Explain what international tourism is. Locate and mark on a map some of the most visited tourist destinations and describe some of the attractions in these places.	**International Trade and Tourism** Explain why people travel from one country to another for tourism. Explain what is meant by 'cultural attractions'. Explain some of the historical attractions in places of which you have studied the history. Select and compile information about some of the most iconic historical tourist attractions in Europe.	**South America-Population** Identify the approximate population of South America. Define the term 'median age' and mean and work out the median age in South America. Locate and mark on a map the five most populous cities in South America. Define the term 'population density'. Describe some of the problems countries are facing as areas become more densely populated.	**South America-Population** Interpret population data for Bogotá and Lima. Classify areas of South America using population data. Compare and contrast the populations of Brazil and Canada. Answer True or false- Countries in South America are less populated than those in North America. Make generalisations about the population of an area based on knowledge of physical features.
		**United Kingdom** Identify which word describes people who have moved to one country from another. List some reasons why people may move from one country to another.	**United Kingdom** Point out areas of the world that have high numbers of people leaving as refugees.	**International Trade- Food** What are the most traded foods globally?	**International Trade- Food** Explain why oranges and bananas are imported to the United Kingdom. Graph information about the most traded foods internationally. Investigate the seafood trade and draw conclusions about some of the reasons why some foods are more traded than others.	**South America-Population** Define the term 'sparsely populated' and give some examples in South America. Describe the population density in Rio de Janeiro. Describe the religious diversity in South America.	**South America-Population** Summarise information about population diversity in Chile. Compare and contrast population information for Santiago and Isla Negra in Chile. Propose reasons why areas within the Amazon basin are less populated than coastal areas at the mouth of the Amazon River. Propose appropriate types of map, at a variety of scales, to show population distribution within Brazil.

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		**Climate – Weather** Define the word 'weather'. Describe different types of weather: • heatwave • drought • flood • monsoon • blizzard • gale (or storm • cyclone (or hurricane • tornado (or twister)	**Climate – Weather** Compare and contrast three different types of extreme weather. Compare and contrast the weather across all four seasons.	**Earthquakes and Volcanoes** Define the term 'plate tectonics' and describe the three ways in which tectonic plates move and what happens as a result. Define the word 'magnitude' and describe when it is used to describe earthquakes and volcanoes? Describe the scale for measuring the magnitude of earthquakes the intensity of volcanoes. Describe what is a tsunami and the impact of the: • 2004 Boxing Day tsunami • 1906 San Francisco earthquake • 79 CE eruption of Vesuvius.	**Earthquakes and Volcanoes** Categorise the Earth's main tectonic plates in terms of how they are moving. Explain the tectonic process that would lead to an earthquake. Explain the physical process that would result in a mountain range being formed. Relate knowledge of plate tectonics to that of mountain ranges around the world. Compare and contrast the impact of a volcanic eruption and an earthquake. Investigate the consequences of the eruption of Mount Vesuvius	**Oceans- Currents** Describe what an ocean current is and what creates an ocean current. Give some examples of gyres. Describe the rotation of gyres in the northern and southern hemispheres. Identify and label on a map the main ocean currents of the world.	**Oceans- Currents** Explain how ocean currents affect the world's climate. Investigate how melting polar ice caps may lead to changes in ocean currents. Investigate the benefits to the United Kingdom's climate of the Atlantic Ocean Gulf Stream.
	**People, Culture and Communities.** Know there are different countries in the world. Draw information from a map.	**Mapping the World** Use a globe, map, atlas and a satellite image. Label a compass rose showing: north, south, west and east. Label an image of Earth showing: north, south, west and east, North Pole, South Pole, axis, equator, northern hemisphere and southern hemisphere.	**Mapping the World** Compare and contrast a map of Earth with a satellite image. Point out the main differences between a globe and a map. Use an atlas and explain the method to find the: United Kingdom, five oceans, seven continents, location of the school. Discuss whether Maps are more detailed than globes.	**Mapping the World** Locate and label the equator and the tropics. Describe the climate in the tropics. Locate and label the prime meridian and explain what the prime meridian is. Label the western and eastern hemispheres. Explain what the names of the lines used to describe any place on Earth are. Label these lines on a diagram of the Earth.	**Mapping the World** Apply your knowledge of map techniques to describe the locations of: • Greenwich in the United Kingdom • your school • the capital cities of the four countries of the United Kingdom • five European capital cities. Relate knowledge of lines of longitude to time zones by: • explaining the concept of time zones • investigating the international date line and its relationship to the prime meridian.	**Using Maps** On a map of Europe, locate and label the: title, compass rose, key, lines of longitude and latitude and scale. Explain what the horizontal and vertical lines on a map are called. Understand what a grid reference is including a four-figure grid reference. Explain which grid reference is used first – the eastings or the northings. Explain which part of the square a grid reference refers to. Explain what a six-figure grid reference is and why it might be used rather than a four-figure grid. **South America- Rivers, Mountains** Describe the nature of a topographic map and explain why it is useful.	**Using Maps** Apply knowledge of map features to your own maps of places you are studying by: describing maps using the Features and using the features to create your own maps. Investigate how different scales of maps of the same place give the user differing levels of detail Apply knowledge of four-figure and six-figure grid references Recommend a route of at least 3 miles through a rural area, using six-figure grid references. **South America- Rivers, Mountains** Compare and contrast the features of a topographic map and those of a political map, using examples from South America. Explain why a geographer may use a variety of map types while navigating. Propose an appropriate set of maps to use when following the tourist route known as the Inca trail in Peru.