



Ettington Primary School Progression Document

GEOGRAPHY



INTENT

At Ettington CE Primary School our approach to Geography is to inspire the children to gain a greater understanding and knowledge of the world, as well as their place in it. We develop children’s interests and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. Our teaching should equip the children with the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and geographical Information Systems (GIS). We advocate a vocabulary-rich Geography curriculum. Teachers use questioning, quizzes and provide opportunities for discussion and investigation to support the development of vocabulary, which is clearly taught and modelled by teachers in every Geography lesson. Key geographical knowledge and language (such as, the name and location of continents, countries, capital cities and oceans) is revisited frequently, to make learning memorable, relevant and easy to retrieve.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: Locational knowledge <ul style="list-style-type: none"> · name and locate the world’s seven continents and five oceans · name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge <ul style="list-style-type: none"> · 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 · 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 · identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and 			

	<p>Place knowledge</p> <ul style="list-style-type: none"> · 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>Human and physical geography</p> <ul style="list-style-type: none"> · 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 · use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> · key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather · key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> · 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 aerial photographs and plan 	<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge</p> <ul style="list-style-type: none"> · 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, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> · describe and understand key aspects of: <ul style="list-style-type: none"> · physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle · 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> · 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 · 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.
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	<p>perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> · 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. 	

Reception Technology Progression in Learning – small steps to Key Stage 1			
Autumn Term	Spring Term	Summer Term	Key vocabulary
Explore and describe the place I live.	Describe how London is the same/different to Ettington.	Describe how the coast is the same/different to Ettington.	Family, friends, job, London, England, United Kingdom, village, city, country, ocean, beach, coast, Christian, Muslim, Hindu, Sikh, symbol, church, temple, bible, Creation, Bonfire Night, Diwali, Christmas, Remembrance
Know I live in Ettington. Know I live in England.	Know the capital city of England is London.	Know England is part of the UK, which is an island.	
Use maps, photos and the internet to locate and find out about Ettington.	Use maps, books, photos and the internet to locate and find out about London.	Use maps to locate and find out about beaches.	
Recognise some symbols of groups in my community.	Recognise and name some special buildings for religious groups in my community.	Recognise and name some special books for religious groups in my community.	
Explore and talk about ways babies are welcomed by different	Explore and talk about features and special objects in Churches/Temples/Mosques.	Explore and discuss what different religious stories teach us.	

religious groups.			Day, same, different, community. Values Resilience Individual Liberty Mutual Respect Tolerance Democracy
Retell religious stories and know they are found in the Bible e.g. Creation, Nativity.	Retell religious stories and know they are found in the Bible e.g. The Easter story.	Retell religious stories from different religions.	
<p>Know God/Jesus is the name of someone very special to Christians.</p> <p>Know Christians believe God created the world and life.</p> <p>Know Christians believe Jesus came to show that all people are special to God</p>	<p>Know that Jesus's name means to save.</p> <p>Know Christians believe Jesus died so they can be forgiven.</p> <p>Know that the cross is an important symbol to Christians.</p>		
Explain why Christians celebrate Christmas.	Explain why Christians celebrate Easter.		
<p>Name, explore and talk about celebrations and events in my community e.g. Bonfire Night, Diwali and Remembrance Sunday.</p> <p>Talk about similarities and differences between celebrations.</p>	<p>Name, explore and talk about celebrations and events in my community e.g. Chinese New Year.</p> <p>Talk about similarities and differences between celebrations.</p>		
Talk about life in my family and how this is the same/different to others in my community. Talk about similarities and differences between life in a village and life by the sea.	Talk about similarities and differences between life in England and China e.g. food, clothes, language.	Talk about similarities and differences between life in a village and life by the sea.	

Name some different religious groups in my community e.g. Christian, Muslim, Hindu

	Autumn Term	Spring Term	Summer Term
Year 1	Castles	At The Farm	Mary Anning and the Dinosaurs
Year 2	The Great Fire of London	Arctic Adventures	Where do I live?
Year 3	The Romans	Exploring Madagascar	The Tudors
Year 4	Ancient Egyptians	The Prehistoric World (Stone Age to Iron Age)	Local Area study
Year 5	The Vikings	Ancient Greece	The Victorians
Year 6	Out of Africa	The World at War- WW2	The Titanic

Key Unit Autumn – Year 1	Knowledge	Skills	Vocabulary
Castles	<ul style="list-style-type: none"> Find out why some castles were built on hills. Find out which physical land features made castles easier to defend. Name and locate UK capital cities and their castles. Devise a simple map and use a key. 	<p>Pupils will name and locate the four countries and capital cities of the United Kingdom.</p> <p>Pupils will use basic geographical vocabulary to refer to key physical features and human features.</p>	arable, dairy, livestock, rural, urban, compass, seasons
Key Unit Spring– Year 1	Knowledge	Skills	Vocabulary
At The Farm	<ul style="list-style-type: none"> To explore what farms are and why they are important To explore the features of a farm To be able to use a map and symbols to navigate around a farm To explore how the seasons affect life on a farm To explore the differences between life on a farm and life in a town 	Pupils will identify seasonal and daily weather patterns in the United Kingdom.	arable, dairy, livestock, rural, urban, compass, seasons

Key Unit Summer – Year 1	Knowledge	Skills	Vocabulary
Mary Anning and the Dinosaurs	<ul style="list-style-type: none"> • To use maps to locate good places for finding or seeing dinosaur bones in the UK. • To use compass directions to navigate around a map. 	Pupils will use simple compass directions.	country, capital, city, Jurassic
<p>A geographer at the end of Year 1 will know: That they live in England, which is part of the United Kingdom/ UK. That the UK is short for 'United Kingdom'. The difference between human features and physical features. That 'weather' refers to the conditions outside at a particular time. Name the four seasons of the UK. That different parts of the UK often experience different weather. That life elsewhere in the world is often different to ours. That life elsewhere in the world often has similarities to ours. Know what a compass is. Name and locate Europe and Africa. Know that they are continents. Know that England is in Europe.</p>		<p>A geographer at the end of Year 1 will be able to: Locate the United Kingdom on a map. Understand the key features of their locality and name where they live. Recognise and name some human and physical features. Understand how to dress for different weathers. Identify different weather patterns in the United Kingdom. Identify the four compass directions. 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>	
Links to values and aims		Curiosity, Collaboration, Communication and Perseverance Mutual respect - working together Tolerance - listening and respecting opinions of others Service - caring for local community and school Kindness - show kindness to our environment	

Key Unit Autumn – Year 2	Knowledge	Skills	Vocabulary
Great Fire of London	<ul style="list-style-type: none"> • To be able to locate London on a map and describe its location. • To be able to identify and describe landmarks of London. • To be able to use compass points and positional direction to navigate between London landmarks. • To be able to identify and describe a variety of geographical features in London. • To explore seasonal weather patterns in London. 	<p>Pupils will use world maps, atlases and globes to identify the UK, its countries and counties.</p> <p>Pupils will use simple compass directions.</p>	landmark, seasonal, weather patterns, London
Key Unit Spring– Year 2	Knowledge	Skills	Vocabulary
Arctic Adventures	<ul style="list-style-type: none"> • To explore the Arctic circle. • To explore the climate in the Arctic. • To explore the Arctic’s physical features. • To explore the animals living in the Arctic. • To explore cities and towns in the Arctic circle. • Compare an Arctic town to a city in the United Kingdom. 	<p>Pupils will locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Pupils will use more basic geographical vocabulary to refer to key features and human features.</p>	climate, physical feature, city, town

Key Unit Summer – Year 2	Knowledge	Skills	Vocabulary
Where do I live?	<ul style="list-style-type: none"> • To be able to name the seven continents of the world and locate the UK on a world map. • To be able to identify the countries and capital cities of the UK. • To be able to identify features and characteristics of countries in the UK. • To explore the village we live in. • To be able to describe where you live. 	<p>Pupils will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Pupils will use aerial photographs and plans to recognise landmarks to devise a simple map.</p> <p>Pupils will use simple fieldwork and observational skills to study the geography of key human and physical features of the schools surrounding environment.</p>	capital, city, continent, country, world, UK, town, rural, urban, village
<p>A geographer at the end of Year 2 will know:</p> <p>Name the seven continents and five oceans. The features of hot and cold places. To name the capital cities of the UK. Be able to name and locate the seas and oceans surrounding the UK. Be able to define what the coast is. Be able to name and identify human and physical features of areas studied. Be able to name features of coasts and label these on a photograph. The Equator is an imaginary line around the middle of the Earth and because it is the widest part of the Earth, it is much closer to the sun than the North and South poles. The North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p> <p>Different parts of the world experience different weather conditions and that these are often caused by the location of the place. A globe is a spherical model of the Earth. Recognise world maps as a flattened globe</p>		<p>A geographer at the end of Year 2 will be able to:</p> <p>Use world map, atlases and globes to identify the world’s seven continents and five oceans. Use maps and atlases to identify the capital cities and seas of the UK. Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Use an aerial photograph to draw a simple sketch map. Collect data and present findings in different ways. Draw a simple map with basic symbols in a key. To follow a prepared route on a map. Complete field work to answer questions.</p>	
Links to values and aims		<p>Curiosity, Collaboration, Communication and Perseverance</p> <p>Perseverance – undertaking local field to work to find out how the area is used</p> <p>Tolerance – comparing what it is like to live in hot and cold places</p> <p>Mutual respect – working together</p>	

Key Unit Autumn – Year 3	Knowledge	Skills	Vocabulary
The Romans	<ul style="list-style-type: none"> To be able to locate Italy and Rome on a map and to know what Italy is like. To be able to explore what Rome would be like as a holiday destination. To be able to compare the geography of Britain and Italy. 	<p>Pupils will use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	landmark, weather, climate, culture, landscape
Key Unit Spring– Year 3	Knowledge	Skills	Vocabulary
Exploring Madagascar	<ul style="list-style-type: none"> To explore where Madagascar is in the world. To explore the landscapes of Madagascar. To explore the climate and weather of Madagascar. To find out about the animals of Madagascar. To learn about the human geography of Madagascar. To learn about Madagascar’s natural resources and trade 	<p>Pupils will be aware that different places may have both similar and different characteristics</p> <p>Pupils will begin to understand how people effect the environment.</p>	climate, country, compass, northern hemisphere, southern hemisphere, landscape, equator, longitude, latitude, human geography, trade
Key Unit Summer – Year 3	Knowledge	Skills	Vocabulary
The Tudors	<ul style="list-style-type: none"> To compare England in the Tudor period with England today. To be able to locate where Tudor explorers traveled on a map. 	<p>Pupils will observe and describe physical features of the local area and other places.</p> <p>Pupils will use maps, atlases, globes and digital/computer mapping</p>	similarity, difference, physical geography, human geography, explorer

		(Google Earth) to locate countries and describe features studied.	
<p>A geographer at the end of Year 3 will know: What the layers of the earth are, how and where volcanoes are formed, the different parts of a volcano and that there are different types of volcanoes. Why and where earthquakes and tsunamis happen. How to measure an earthquake and what to do in the event of an earthquake. How volcanoes, earthquakes and tsunamis can affect people's lives. The eight points of a compass and what four figure grid references are. The difference between human and physical geographical features.</p>		<p>A geographer at the end of Year 3 will be able to: Locate earthquake and volcano sites on a map using atlases Draw a simple sketch map including key landmarks. Use 4 figure grid references and keys on maps and follow compass directions. Observe, measure, record and present human and physical features of the local area following field work.</p>	
<p>Links to values and aims</p>		<p>Curiosity, Collaboration, Communication and Perseverance Service - Support and emergency services for natural disasters Kindness - Show kindness to those affected by extreme earth Perseverance - How volcanoes, earthquakes and tsunamis affect people's lives and the resilience to rebuild Respect - our local environment Liberty - personal choice of living in areas affected by extreme earth Mutual respect - working together Tolerance - listening and respecting opinions of others</p>	

Key Unit Autumn – Year 4	Knowledge	Skills	Vocabulary
Ancient Egyptians	<ul style="list-style-type: none"> • Locate Egypt on a map. • Find out some of the geographical features of Egypt. • Use information about Egypt to plan a holiday. • Investigate geographical features of the River Nile. 	<p>Pupils will begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.</p> <p>Pupils will begin to appreciate the importance of wider geographical location in understanding places.</p> <p>Pupils will begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p>	continent, physical feature, tributary, source, mouth
Key Unit Spring– Year 4	Knowledge	Skills	Vocabulary
The Prehistoric World			climate, coastline, agriculture, landscape
Key Unit Summer – Year 4	Knowledge	Skills	Vocabulary
Local area study	<ul style="list-style-type: none"> • To be able to locate the local area on a map and to give directions. • To learn about physical and human features of our local area. • To identify different types of services in the local area. • To be able to collect and record evidence. • To be able to evaluate what the local area is like. 	<p>Pupils will use fieldwork to observe, measure 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.</p> <p>Pupils will know about the local area and begin to appreciate the importance of wider geographical location in understanding places.</p>	physical features, human features, evidence, local, rural, urban

<p>A geographer at the end of Year 4 will know: The location and some key features of the Amazon rainforest. The names of the four layers of tropical rainforests and describe them. That trees and plants adapt to living in the rainforest and give an example. The definition of the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Ways that the Amazon is changing and why the rainforest is important. An example of how humans are having a negative impact on the Amazon and an action that can be taken to help. The processes in the water cycle. The three courses of a river and the physical features of a river. The names of some major rivers and their location. Different ways a river is used and the human and physical features around a river.</p>	<p>A geographer at the end of Year 4 will be able to: Use maps, atlases, globes and digital mapping to locate countries and describe features. Ask and answer geographical questions about the physical & human characteristics of a location and describe geographical similarities and differences between countries. Describe a biome and give an example. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area. Identify the location of a river on an OS map.</p>
<p>Links to values and aims</p>	<p>Curiosity, Collaboration, Communication and Perseverance Service - caring for local woodland Kindness - show kindness to the indigenous people of the Amazon Perseverance - Adaptations to living in the rainforest Tolerance - indigenous people Respect - for rainforests and rivers</p>

Key Unit Autumn – Year 5	Knowledge	Skills	Vocabulary
The Vikings	<ul style="list-style-type: none"> • Locate Scandinavia’s countries and major cities on a world map. • Explore the climate and weather of Scandinavia. • Explore the physical features of Scandinavia. • Explore some aspects of the human geography of Scandinavia. • Compare and contrast an area in the UK with an area in Scandinavia. 	Pupils will know about the features of a variety of places around the world from local to global	culture, climate, weather, human feature, physical feature
Key Unit Spring– Year 5	Knowledge	Skills	Vocabulary
Ancient Greece	<ul style="list-style-type: none"> • To find out about the physical geography in Greece. • To find out about the population and culture in Greece today. 	<p>Pupils will use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Pupils will begin to explain geographical patterns and a range of physical and human processes.</p>	physical feature, landscape, population, culture
Key Unit Summer – Year 5	Knowledge	Skills	Vocabulary
The Victorians	<ul style="list-style-type: none"> • To find out which countries were part of the British Empire and locate them on a world map. 	Pupils will understand how people can both improve and damage the environment	
A geographer at the end of Year 5 will know: The ways in which the Mojave Desert is used, e.g. ranching, mining, recreational purposes. Some of the threats to deserts such as drought and		A geographer at the end of Year 5 will be able to: Locate the largest deserts in each continent using map skills. Identify the lines of latitude where desert biomes are located. Recognise an increasing	

flash floods. The benefits and drawbacks of living in a desert environment. The physical features found in a desert. Which factors are considered before people build settlements. The names of the 12 geographical regions of the UK. The global population has grown significantly since the 1950s	range of OS symbols. Suggest reasons why the global population has grown significantly in the last 70 years.
Links to values and aims	Curiosity, Collaboration, Communication and Perseverance Service - human use of deserts and environmental threats Kindness - show kindness to migrants and refugees Perseverance - environmental threats to deserts Tolerance - migrants and refugees Respect - biomes, desert environments, respect for migration and migrants Liberty - individual liberty of people to choose where to live especially if there are issues surrounding rights Rule of Law - population influencing traffic, litter etc and laws that protect us and the country

Key Unit Autumn – Year 6	Knowledge	Skills	Vocabulary
Out of Africa	<ul style="list-style-type: none"> Identify African countries and locate them on a map. Find out about Western Africa and the country of Nigeria. Explore Northern Africa and Morocco. Explore Central Africa and the Central African republic. Explore Eastern Africa and Tanzania. Explore Southern Africa and South Africa. 	<p>Pupils will know about the features of a variety of places around the world from local to global and in different parts of the world.</p> <p>Pupils will know about the features of a variety of places around the world from local to global and in different parts of the world.</p>	region, republic, economy, biome, biodiverse
Key Unit Spring– Year 6	Knowledge	Skills	Vocabulary
The World at War	<ul style="list-style-type: none"> To use maps to understand how the alliances of World 	Pupils will understand more about the links between different places	human geography, physical geography, global, territory

	<p>War Two changed over time.</p> <ul style="list-style-type: none"> To describe the geography of key battlegrounds. 	<p>and that make places depend on each other.</p> <p>Pupils will describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places.</p>	
Key Unit Summer – Year 6	Knowledge	Skills	Vocabulary
The Titanic	<ul style="list-style-type: none"> To use latitude and longitude coordinates to locate important places in the Titanic's journey 	<p>Pupils will extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Pupils will 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 Meridian and time zones (including day and night).</p>	latitude, longitude, coordinate
<p>A geographer at the end of Year 6 will know: How different types of mountains are formed (fold mountains, dome mountains and volcanic mountains) and know that mountains are usually over 600m. The names of some of the major mountains and mountain ranges around the world. Common features of mountain environments. What a typical mountain climate might be like due to the high altitude.</p>		<p>A geographer at the end of Year 6 will be able to: Identify mountain ranges on a physical features map by looking at contour lines and keys and use contour lines to identify the peaks of mountains. Discuss the benefits and drawbacks of different energy sources. Identify human features on a digital map. Locate UK cities on a map. Use six-figure</p>	

<p>How tourism can benefit or harm a mountain environment. The significance of energy. Examples of sources of energy and their trading routes. What the Prime Meridian is and its significance.</p>	<p>grid references to identify features on an OS map. Consider and justify the location of energy sources. Plot points on a sketch map.</p>
<p>Links to values and aims</p>	<p>Curiosity, Collaboration, Communication and Perseverance Service - Understanding the benefits tourism (people) can bring to a mountain region Kindness - Tourism and hospitality Perseverance - Resilience required to live in a mountain environment Tolerance - Tolerance of the culture in the Himalayas Respect - Respect for the environment and use of renewable energy Rule of Law - Trade with other countries</p>