Beaudesert Lower School

Geography Curriculum Progression

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|  | Year 1 | Year 2 | Year 3 | Year 4 |
| Locational  Knowledge | Locate and name countries that make up the UK  Identifying features of the local environment- river, canal, buildings  Using associated vocabulary to describe human features  Identifying lands, oceans, countries | Name and locate the world seven continents and five oceans  Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas  Name and locate the world seven continents and five oceans | **Locational knowledge**  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  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 Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.  Identify longest rivers in the world, largest deserts, highest mountains.  Compare with UK.  Identify longest rivers in the world, largest deserts, highest mountains.  Compare with UK.  Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.  Locate the main countries of Europe inc. Russia.  Identify capital cities of Europe. |
| Place  Knowledge | Investigate and compare the UK, USA and India, using key vocabulary  Understanding similarities and differences  Understanding similarities and differences through local area study | Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country  Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country | **Place knowledge**  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  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 | 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. |
| Human  & Physical  Geography | Identifying features of an environment (including land and sea)  To identify hot and cold areas of the world  Identifying natural and man-made features  Land use including mapping out key areas | Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and North and South Poles  Use basic geographical vocabulary to refer to:  Key physical features: *beach, cliff, coast, forest, hill, ountain, sea, ocean, river, soil, valley, vegetation, season and weather*  Key human features: *city, town, village, factory, farm, house, office, port, harbour and shop*  Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and North and South Poles  Use basic geographical vocabulary to refer to:  Key physical features: *beach, cliff, coast, forest, hill, ountain, sea, ocean, river, soil, valley, vegetation, season and weather*  Key human features: *city, town, village, factory, farm, house, office, port, harbour and shop* | **Human and physical geography**  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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | 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  Describe and understand key aspects of:  Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)  Describe and understand key aspects of:  Physical geography including Rivers 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 |
| Geographical Skills  & Field Work | How to use Google Earth  Understanding symbols on a map  Drawing aerial maps  Use simple field work to identify key human and  physical features of the school and surrounding area  Using Atlases to identify the UK and other countries  Exploring Google Earth  To use simple compass directions  Devise a simple map | Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.  Use simple compass directions and locational and directional language to describe the features and routes on a map.  Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.  Use aerial photographs and plan perspectives to recognise landmarks and basic and physical features, use and construct basic symbols in a key.  Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment.  Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment. | **Geographical skills and fieldwork**  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four 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. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. |