

# Anston Hillcrest Primary

## Geography Curriculum Progression

b	FS	KS1	KS2	
		Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<b>National Curriculum Locational Knowledge (LK)</b>	<p>Know about the similarities and differences in relation to places. Talk about the features of their own immediate environment and talk about how environments might vary from one another.</p> <p>Know that the environment and living things are influenced by human activity. Describe some of the action that people in their own community do to help to maintain the area they live in.</p>	<p><b>LK1.Name and locate the world's seven continents and five oceans.</b></p> <p><b>LK2.Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</b></p>	<p><b>LK1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North &amp; South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</b></p> <p><b>LK2. Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts &amp; rivers) and land use patterns, understand how some of these aspects have changed over time.</b></p> <p><b>LK3. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</b></p>	
Locational Knowledge (LK)	<ol style="list-style-type: none"> <li>Name the place they live - city, country.</li> <li>Name the capital city of England.</li> <li>Know that England, Scotland, Northern Ireland and Wales make up Great Britain.</li> <li>Identify Great Britain and each country on a map.</li> <li>Identify Asia, Africa on a map</li> </ol>	<p>LK1.1 Name and locate the world's seven continents (Africa, Europe, Asia, North America, South America, Antarctica, Australia)</p> <p>LK1.2 Name and locate the five oceans (Atlantic, Indian, Pacific, Arctic, Southern)</p> <p>LK2.1 Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom using maps, atlases and globes.</p> <p>LK2.2 Identify, compare and contrast the main characteristics of the four countries and their cities and describe how these places are similar and/or different - physical (key topographical features) and human features</p> <p><b>(Anston, London)</b></p>	<p>LK1.1 Children can identify, name and locate, using appropriate maps and atlases, main countries and major cities of Europe: <b>Spain (Madrid), France (Paris), Italy (Rome)</b>, Portugal (Lisbon), <b>Greece (Athens), Germany (Berlin)</b>, Poland (Warsaw), Croatia (Zagreb), Turkey (Ankara), <b>Russia (Moscow), Norway (Oslo) Monaco (Monte-Carlo)</b> and Denmark (Copenhagen)</p> <p>LK1.2 Children can identify their main environmental regions, key physical and human characteristics, using both locational and geographical language <b>(Italy, Norway, Spain)</b></p> <p>LK2.1 <b>Name and locate cities</b> of the United Kingdom, <b>geographical regions and their identifying human and physical characteristics, key topographical features</b> (including hills, mountains, coasts and rivers), and <b>land-use patterns; and understand and identify how some of these aspects have changed over time (Sheffield)</b>. Locate (Sheffield, York, Leeds, London, Manchester, Liverpool, Birmingham, Southampton, Newcastle, Brighton, Glasgow, Edinburgh, Belfast) <b>(A focus on Sheffield and Liverpool)</b></p> <p>LK3.1 Using maps, atlases &amp; globes as appropriate, children can locate major cities, regions, countries, seas &amp; oceans, using lines of longitude and latitude.</p>	<p>LK1.1 Locate the main countries in North America: Canada (Ottawa), USA (Washington DC), Mexico (Mexico City), Cuba (Havana), Panama (Panama City) and the Caribbean Islands. Identify their main environmental regions, key physical and human characteristics and major cities</p> <p>LK1.2 Locate the main countries in South America and some of their capitals - Brazil (Brasilia), Peru (Lima), Argentina (Buenos Aires), Colombia (Bogota), Chile (Santiago), Venezuela (Caracas), Bolivia, Ecuador, Guyana, Paraguay, Suriname and Uruguay</p> <p>LK1.3 Identify the main environmental regions, key physical and human characteristics and major cities <b>(Greece, Brazil)</b></p> <p>LK2.1 <b>Name and locate the following counties, cities and towns of the United Kingdom</b> Sheffield (South Yorks.), York (North Yorks.), Leeds (West Yorks), London (Greater London), Manchester (Greater Manchester), Liverpool (Merseyside) Birmingham (West Midlands), Southampton (Hampshire), Newcastle (Northumberland), Brighton (East Sussex), Glasgow (Lanarkshire), Edinburgh (Edinburgh) Belfast (County Antrim/County Down), Eym (Derbyshire)</p> <p>LK3.1 Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, The Tropics of Cancer and Capricorn,</p>

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		<p>LK2.3 Name the main surrounding seas (North Sea, Irish Sea, Atlantic Sea and English Channel)</p>		<p>Arctic and Antarctic Circle and the Prime/Greenwich Meridian and time zones (including night and day). LK3.2 Name and locate countries from the southern hemisphere (e.g. Australia, Brazil*, Kenya*, Madagascar, South Africa) and from the northern hemisphere (e.g. Japan, Russia, India, China, Egypt). LK3.3 Using maps, atlases &amp; globes as appropriate, children can locate using geographical language, major cities, regions, countries, seas &amp; oceans, using lines of longitude and latitude.</p>
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<p><b>National Curriculum Place Knowledge (PK)</b></p>	<p>Know about the similarities and differences in relation to places. Talk about the features of their own immediate environment and talk about how environments might vary from one another.</p> <p>Know that the environment and living things are influenced by human activity. Describe some of the action that people in their own community do to help to maintain the area they live in.</p>	<p><b>PK1. 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.</b></p>	<p><b>PK1. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country, and a region within North or South America.</b></p>	
<p>Place Knowledge (PK)</p>	<p>6. Name different types of dwellings - house, cottage, bungalow, flats, caravan, semi-detached, detached, terraced</p> <p>7. Know the features of their home - stairs, drive, garden and that other people's houses may be different to their own e.g. Grandma's house doesn't have stairs.</p> <p>8. Talk about the features of where we live - Sheffield.</p> <p>9. Know that other places may not be the same - compare to seaside town / busier city / quieter (more isolated) village.</p>	<p>PK1.1 Identify and describe 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 using simple geographical language <b>(a country in Africa (Kenya)).</b></p> <p>PK1.2 Identify why some countries are similar or different due to their location within the world</p>	<p>PK1.1 Understand geographical similarities and differences through the study of human and physical geography of a region in a European country <b>(Italy)</b></p> <p>PK1.2 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <b>(London)</b></p>	<p>PK1.1 Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America <b>(Brazil)</b></p>

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<p>National Curriculum Human (HG) &amp; Physical Geography (PG)</p>	<p>Know about the similarities and differences in relation to places. Talk about the features of their own immediate environment and talk about how environments might vary from one another.</p> <p>Know that the environment and living things are influenced by human activity. Describe some of the action that people in their own community do to help to maintain the area they live in.</p>	<p><b>PG1. 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 the North and South Poles.</b></p> <p><b>PG2. Use basic geographical vocabulary to refer to key physical features.</b></p> <p><b>HG1. Use basic geographical vocabulary to refer to key human features.</b></p>	<p>Describe and understand key aspects of</p> <p><b>PG1. Physical geography, including climate zones, biomes and vegetation belts, rivers, seas, mountains, volcanoes and earthquakes, and the water cycle.</b></p> <p><b>HG1. Human geography, including types of settlement and land use, economic activity, food, minerals and water.</b></p>	
<p>Human (HG) &amp; Physical Geography (PG)</p>	<p>10. Our school is in South Anston and South Anston is a village</p> <p>11. Use location vocabulary - village, town, city, countryside, road, busy, quiet.</p> <p>12. Know that some countries are hot, some are cold and some change depending on the seasons.</p> <p>13. Begin to talk about places they have visited in the World.</p> <p>14. Know where the poles are located.</p> <p>15. Talk about the similarities and differences of environments.</p>	<p>PG1.1 Identify seasonal and daily weather patterns, from first hand observational in the United Kingdom. (Cycle 1 KS1)</p> <p>PG1.2 Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>PG1.3 Children can describe the differences in climate in different parts of the world and can use locational and place knowledge to demonstrate their understanding.</p> <p>PG2.1 Children can recognise <b>key physical features</b> (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) in their locality and further afield and are able to use appropriate geographical language to describe similarities and differences between natural environments (e.g. wood and forest; sea and ocean; hill and mountain)</p> <p>HG1.1 Children can recognise <b>key human features</b> (city, town, village, factory, farm, house, office, port, harbour, shop) in their locality and further afield and are able to use appropriate geographical language to describe similarities and differences between these human environments.</p>	<p><b>Physical – climate zones, biomes, volcanoes and earthquakes</b></p> <p>PG1.1 Children can identify polar, tropical and temperate climatic zones using maps, atlases and globes.</p> <p>PG1.2 Children will be able to use appropriate geographical language to describe and understand climatic zones, biomes (<b>desert</b>, tropical rainforest, savannah, <b>temperate deciduous</b>, Mediterranean, tundra, polar, marine, <b>mountain</b>), with a focus on environment, climate, plants and animals.</p> <p>PG1.3 Children are able to locate and describe where earthquakes and volcanoes occur around the world.</p> <p>PG 1.4 They can describe how earthquakes and volcanoes occur in different parts of the world. They begin to understand the reasons for why these occur and how some of them affect people and the environment more seriously in some parts of the world than others.</p> <p><b>Human – types of settlement, land use, economic activity (specifically trade links)</b></p> <p>HG1.1 Children can identify, locate a range of different types of settlements.</p> <p>HG1.2 They are able to describe features of individual settlements and compare these using a range of geographical sources and skills.</p> <p>HG1.3 Children can identify and describe similarities and differences between different types of economic activity and can</p>	<p><b>Physical – climate zones, biomes, water, change over time</b></p> <p>PG1.1 Children can identify polar, tropical and temperate climatic zones using maps, atlases &amp; globe.</p> <p>PG1.2 Children will be able to use appropriate geographical language to compare and describe different climatic zones, vegetation belts, biomes (desert, tropical rainforest, savannah, temperate deciduous, Mediterranean, tundra, polar, marine, mountain) and describe how these physical conditions affect people and the environment in a range of places around the world.</p> <p>PG1.3 Children can identify, locate and describe river, coastal and mountain environments using appropriate geographical language.</p> <p>PG1.4 Children are able to explain how these environments change over time as a result of physical processes and human activity.</p> <p>PG1.5 Children can describe and explain the water cycle.</p> <p><b>Human – wider economies, energy</b></p> <p>HG1.1 Children can describe and explain similarities and differences between different types of economic activity in the wider world. They understand that different regions and countries have developed their economy based on different types of trade as a result of natural resources and minerals which occur naturally. These regions and countries trade with other regions and countries based on these resources. This can affect people and the environment in different ways, both positively and negatively.</p> <p>HG1.2 Children understand that there are different sources of energy (fossil fuels and renewable energy) and that different countries use different amounts and sources of energy for different purposes and that this has changed over time.</p> <p>HG1.3 Children can explain how energy consumption use has changed over time and what factors may affect its change in the future. They are able to explain how this could affect people and resource use in the decades ahead.</p> <p>HG1.4 Children are aware that some energy sources have positive and negative effects on people and the environment and that different people hold different views about these impacts.</p>

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			<p>explain why these types of economic activity take place in different regions in the UK.</p>	
<p>National Curriculum Geographical Skills (GS) &amp; Field work (FW)</p>	<p>Know about the similarities and differences in relation to places. Talk about the features of their own immediate environment and talk about how environments might vary from one another.</p> <p>Know that the environment and living things are influenced by human activity. Describe some of the action that people in their own community do to help to maintain in the area they live in.</p>	<p><b>GS1.</b> 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.</p> <p><b>GS2.</b> Use simple compass directions (North, South, East, West) and locational and directional language (e.g. near, far, left, right), to describe the location of features on a map.</p> <p><b>GS3.</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use basic symbols in a key.</p> <p><b>FW1.</b> 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.</p>	<p><b>GS1.</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>GS2.</b> 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 UK and the wider world.</p> <p><b>FW1.</b> Use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	

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<p><b>Geographical Skills (GS) &amp; Field work (FW)</b></p>	<p>16. Identify Great Britain on a map / globe and know that GB is an island.</p> <p>17. Draw simple maps with key physical and human features.</p> <p>18. Use a key on a simple map to identify its features - e.g. triangles = trees, squares = buildings, circles = water, rectangles = pathways. Know that blue often represents water etc</p> <p>19. Use a key to create own simple maps.</p> <p>20. Use words forwards, backwards, turn, left and right to direct someone or something (Beebot) around a simple map.</p> <p>21. Know what a globe, a map and an atlas.</p>	<p>GS1.1 Locate with accuracy, countries of the UK, continents and identified oceans on maps and globes.</p> <p>GS1.2 Name these countries, continents and oceans when responding to questions.</p> <p>GS1.3 Locate capital cities within these countries using maps.</p> <p>GS2.1 Respond to and follow locational and directional compass directions (N, E, S, W).</p> <p>GS2.2 Use directional language to describe the location(s) of features within their immediate environment.</p> <p>GS2.3 Follow maps to identify and locate features using directional language.</p> <p>GS3.1 Use aerial photographs and plans to recognise landmarks and simple human and physical features.</p> <p>GS3.2 Look down on objects to make a plan use and construct symbols in a key.</p> <p>GS3.3 Draw a plan using aerial photographs.</p> <p>GS3.4 Understand why keys are important to understand maps and identify and create simple symbols/keys on maps.</p> <p>FW1.1 Follow a map around school to identify features of the built environment.</p> <p>FW1.2 Create a key which could be added to the map for other children to follow.</p> <p>FW1.3 Ask and respond to questions to investigate their local surroundings, using geographical questions.</p> <p>FW1.4 Make observations about why two contrasting locations are similar and/or different, including observations about features and landmarks within their local environment.</p>	<p>GS1.1 Use a range of maps and globes to locate countries and capital cities in European countries.</p> <p>GS1.2 Use symbols and keys in atlases to identify and locate places and physical and human features using a range of maps, including digital maps.</p> <p>GS2.1 Use four figure grid references to identify and locate features and places using OS maps.</p> <p>GS2.2 Know the eight points of a compass.</p> <p>FW1.1 Create simple maps using symbols and keys.</p> <p>FW1.2 Ask and respond to geographical questions in order to investigate simple geographical enquires.</p> <p>FW1.3 With support, children can carry out fieldwork in the local area using a range of techniques.</p> <p>FW1.4 Develop an understanding of issues and themes from information and data collected in order to answer questions investigated and begin to draw simple conclusions in response to questions explored.</p>	<p>GS1.1 Compare and contrast a range of maps (including physical, thematic and political) and can identify aerial photographs associated to relevant maps.</p> <p>GS1.2 Select maps for different purposes and begin to use maps, atlas information &amp; globes to investigate places, regions and countries around the world.</p> <p>GS2.1 Use digital mapping and OS maps to identify, explore and investigate places and features in contrasting places.</p> <p>GS2.2 Create, follow and plan routes using a range of maps.</p> <p>GS2.3 Use eight compass points to identify and locate features and places on atlases and (OS) maps.</p> <p>GS2.4 Use six figure grid references with to identify and locate features and places on OS maps.</p> <p>GS2.5 Use symbols and keys in atlases and on maps to identify, locate and compare &amp; contrast features.</p> <p>FW1.1 Create their own real life maps using symbols and keys.</p> <p>FW1.2 Suggest appropriate questions to plan and engage in their own geographical enquires.</p> <p>FW1.3 Carry out fieldwork using a range of appropriate techniques.</p> <p>FW1.4 Develop an understanding of issues and themes from information and data collected, analyse this evidence and draw conclusions, based on evidence collected, in response to questions explored.</p> <p>FW1.5 Within their enquiries, children are able to produce a range of maps, plans and graphs to support findings from enquiries and fieldwork undertaken. This should include using digital technologies.</p>
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### KS2 Geographical Vocabulary

Natural environments: Landforms (mountains, canyons, valleys, basins, hills, plateaus, plains, glaciers, volcanoes) Bodies of water (name main rivers, lakes, seas), Weather and climate, Vegetation, animals.

Human · People, language, religions, economic activities (trade links, land use) transport (tunnels, rail, road links, ports, bridges), political systems (rulers, laws), population distributions, modifications to environment (buildings, bridges, dams, landmarks, cultivated lands, coastal defences)