



Meadowhead Junior Primary School
Progression Sequence
Geography



	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Locational Knowledge</u>	<p>- name and locate the world's seven continents and five oceans</p> <p>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p><u>UK Geography</u> -Use locational/directional language, the 4 points of a compass, maps with keys (inc the use of OSmaps) and Google Maps/Earth to identify and describe changing local land use over time.</p> <p><u>Rivers</u> -Use maps, atlases, globes and digital/computer mapping to locate rivers.</p> <p><u>Local Study - Comparing the Lake District</u> -Use maps and atlases to locate mountains (Conniston, Helvellyn and Scar Fell Pike) that can be found in the Lake District.</p>	<p><u>Natural Disasters</u> -Name and locate major volcanoes, major settlements and rural regions of the world, employing the use of the eight points of a compass, maps, symbols and keys. -Use maps, atlases, globes, Google Maps and Google Earth to locate volcanoes (in relation to tectonic plates).</p> <p><u>Comparison UK to European country</u> -To use maps to find Europe, France and Normandy and possible routes. -Use mapping/ atlases/ digital mapping to identify similarities and differences between the UK and Normandy</p>	<p><u>The Environment</u> - Use digital mapping to locate the main industrial sites across the UK - Birmingham (automotive) Glasgow (shipbuilding), London (variety), Manchester (textiles) Newcastle (Steel)</p> <p><u>The Rainforest</u> -Use locational/directional language, the 8 points of a compass, maps with keys (inc the use of OSmaps) and Google Maps/Earth to identify and describe changing local land use over time. -Use atlases to locate the world's rainforests - Amazon, Congo, New Guinea rainforest</p>	<p><u>Coasts within the UK</u> - Use a wide range of maps, atlases, globes and digital maps to locate coast - Morcambe Bay, Cornwall, Devon, The Shetland Islands, Llandudno</p> <p><u>World Trade</u> -Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major industries, imports and exports.</p> <p><u>The Future of Our Planet</u> -Use more precise geographical language relating to the physical and human processes</p>



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		<p>-Compare the landscape to Normandy. (Comparing Mount Pincon, Mont Doville and Montagne du Roule) - Use OS mapping to locate mountains on maps.</p>	<p><u>Locational Knowledge - Biomes</u> -Use maps at more than one scale. -Link features on maps to photos and aerial views. -Use six compass points. -Use DigiMaps</p>	<p><u>The Americas</u> <u>Locational knowledge</u> -Locate North America and South America on a world map and explore the landscape.</p>	<p>detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. -Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p>
<p><u>Place knowledge</u></p>	<p>- 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>	<p><u>UK Geography</u> -Find similarities and differences between Lancashire and Merseyside (Compare landscape, land use, population, farming, types of trade) <u>Rivers</u> -Use digital mapping to locate countries, major cities and rivers (Africa, Egypt, Nile)</p>	<p><u>Natural Disasters</u> -Understand where volcanoes are located around the world (Svartsengi and Vesuvius) - Find similarities and differences between areas with a volcano and areas without (Compare Southwest of Iceland - Keflavik- and Italy - Naples)</p>	<p><u>The Environment</u> - Find similarities and differences between the biomes. - Identify the vegetation belts - Identify climate zones - Locate tropic of cancer / tropic of Capricorn -Locate the equator <u>The Rainforest</u></p>	<p><u>World Trade</u> -Understand how human geography contributes to industry <u>The Future of Our Planet</u> -Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p>



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		<p><u>Local Study - Comparing the Lake District</u> - Express their own views about why people visit the Lake District. - To make comparisons between Blackburn and the Lake District. (Tourism, Landscape, Land use, human and physical geography)</p>	<p><u>Comparison UK to European country</u> -Locate the human and physical geographical features that can be found in Normandy. Physical- Landscape, coastline, beaches - Omaha Beach Human features- Mont-Saint- Michel, Rollo (statue) -Identify the types of settlement and land use</p> <p><u>Locational Knowledge - Biomes</u> - Identify the vegetation belts - Identify climate zones - Locate tropic of cancer / tropic of Capricorn -Locate the equator</p>	<p>-Understand similarities and differences between the rainforest and other cities/places in South America - Machu Picchua Peru - Sao Paulo Brazil</p> <p><u>The Americas Place knowledge</u> -Identify countries within The Americas and states within the USA.</p>	<p><u>Coasts within the UK</u> -Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. - Llandudno & Morecambe</p>
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<p><u>Human and physical geography</u></p>	<p>-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</p> <p>-use basic geographical vocabulary to refer to:</p> <p>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><u>UK Geography</u> -Create detailed maps and label physical features. (Label UK, Lancashire, Merseyside)</p> <p><u>Rivers</u> Use geographical language relating to the physical and human processes detailed in the PoS e.g., tributary and source when learning about rivers.</p> <p><u>Local Study - Comparing the Lake District</u> Use geographical language relating to the physical and human processes in the Lake District. (Conniston, Helvellyn and Scar Fell Pike/ Lake Windemere/ Tourism)</p>	<p><u>Natural Disasters</u> -Describe and understand the physical geography of an area with a volcano</p> <p><u>Comparison UK to European country</u> - Understand geographical similarities and differences through the study of human and physical geography (Human Geography- English Channel, Granite Cliffs, limestone cliffs, stretches of beaches - sandy, rockpools, creeks and pebbles)</p> <p><u>Locational Knowledge - Biomes</u> Identify the geographical features of a biome</p>	<p><u>The Environment</u> - Identify the Human and Physical features near where industry takes place - ports, routes, land use, landscape</p> <p><u>The Rainforest</u> -To use geography in the news - online reports and websites -To recognise patterns on maps and begin to explain what they show -To make comparisons with their own lives and their own situation</p> <p><u>The Americas</u> -Describe and understand the features of the coast linking to physical and human geography -Describe how the physical geography of a coastal area is affected by climate</p>	<p><u>Coasts within the UK</u> -Describe and understand the features of the coast linking to physical and human geography -Describe how the physical geography of a coastal area is affected by climate change - Greta Thurnberg, polar ice caps</p> <p><u>World Trade</u> - Observe and record the weather from the different biomes to understand whether there is a direct link to location energy, food, minerals and water</p> <p><u>The Future of Our Planet</u> -Describe and understand key aspects of human geography,</p>
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			<ul style="list-style-type: none"> - Explain how the climate is changing the vegetation belts -Understand the key aspects that can be found in each of the biomes 	<p>change - Greta Thurnberg, polar ice caps</p>	<p>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>
<p><u>Geographical skills and fieldwork</u></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 	<p><u>UK Geography</u></p> <ul style="list-style-type: none"> - 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. <p><u>Rivers</u></p> <ul style="list-style-type: none"> - 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 	<p><u>Locational Knowledge - Biomes</u></p> <ul style="list-style-type: none"> - Observe and record the weather from the different biomes to understand whether there is a direct link to location <p><u>Natural Disasters</u></p> <ul style="list-style-type: none"> -Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. 	<p><u>The Environment</u></p> <ul style="list-style-type: none"> - Use a range of methods to identify the type of industry - recycling, renewable energy, solar - Discuss the effects of industry on the environment - recycling, renewable energy, solar <p><u>The Rainforest</u></p> <ul style="list-style-type: none"> -Identify human and physical features in South America, with a focus on The Amazon - 	<p><u>Coasts within the UK</u></p> <ul style="list-style-type: none"> - Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? <p><u>World Trade</u></p> <ul style="list-style-type: none"> - Identify types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water



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	<p>-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>-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>graphs, and digital technologies.</p> <p><u>Local Study – Comparing the Lake District</u></p> <p>-Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating rivers.</p> <p>-Show increasing empathy and describe how the Nile impacts communities who rely on it</p>	<p><u>Comparison UK to European country</u></p> <p>- Study the land usage in both countries</p>	<p><u>The Americas</u></p> <p>- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p>	<p><u>The Future of Our Planet</u></p> <p>- Interpret data collected and present the information in a variety of ways including charts and graphs.</p> <p>- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p> <p>- Make predictions and test simple hypotheses about people and places.</p> <p>-Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments</p>
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