



Geography Concept Progression



Progression in geography involves developing **geographical questioning and skills** through...

- Contextual world knowledge of locations, places and geographical features
- Competence in geographical enquiry – the application of skills in observing, collecting, analysing, mapping and communicating geographical information.
- Understanding the patterns and changes over time.

	Location: Children will know;	Location: Children will understand;	Location: Children will be able to;
Year 3/4	<ul style="list-style-type: none"> - the names of counties and cities of the UK. - the difference between the British Isles, Great Britain and the United Kingdom. - the names of the main islands surrounding the UK. - the name and location of the world's continents and oceans - the names of the countries and capital cities of neighbouring European countries. - the names of the world's most famous mountainous regions. - the names of key countries linked to studies in other subject areas. 	<ul style="list-style-type: none"> that location can be defined as a human settlement or archaeological site. - that location can be studied as a place's 'absolute location' its precise and fixed place on Earth (regularly referred to in terms of latitude and longitude). - that physical characteristics and key topographical features (hills, mountains, coasts and rivers) have changed over time 	<ul style="list-style-type: none"> - use maps, atlases, globes and computer mapping to locate countries, major cities and to describe features (focusing on Europe and North and South America). - describe some of the characteristics of the geographical areas known. - create a map of a geographical area including basic symbols, 8 point compass points and a key to communicate knowledge of the United Kingdom and the world. - use and read four figure grid references on a map. - locate the countries of Europe and identify their main physical and human characteristics. - locate many of the world's most mountainous regions on a map.
Year 5/6	<ul style="list-style-type: none"> - name the countries and capital cities of Europe. - the name and location of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. 	<ul style="list-style-type: none"> - that 'relative location' allows the involvement and opportunity for geographers to compare position in relation to differing landmarks or places. - Understand the significance of location. 	<ul style="list-style-type: none"> - confidently use a range of different types of maps, atlases, globes and computer mapping to locate countries of the commonwealth and the British Empire, identifying a range of topographical features and discussing their significance on trade and climate in comparison with another area. - use the six-figure grid referencing system to record and locate positions on a map. - know how to use ordnance survey maps, symbols and keys to build knowledge of the UK and the wider world.

			<ul style="list-style-type: none"> - collect and analyse statistics and other information in order to draw clear conclusions about locations. - use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. - create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). - 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 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.
	* Place and Space: Children will know;	* Place and space: Children will understand;	* Place and space: Children will be able to;
Year 3/4	-the difference between a hamlet, village, town and city.	- that we may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place	- describe geographical similarities and differences between countries.
Year 5/6	- name the countries of North and South America	- that place examines the uniqueness of a space and questions what is specific about this area . - that place scrutinises the diversity, sustainability and importance of an area (although these are often personal and subjective).	- 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).
	Human and physical processes: Children will know;	Human and physical processes: Children will understand;	Human and physical processes: Children will be able to;

Year 3/4	<ul style="list-style-type: none"> - types of settlement and land use. - the names of key human features: including: city, town, village, factory, farm, house, office and shop etc. - the names of key physical features including volcano, earthquakes etc. 	<ul style="list-style-type: none"> - that human processes can be defined in terms of how human involvement has affected the world. - why certain areas are populated and others not as much. - that humans have a significant impact on the earth. - that the environment determines the use of land. 	<ul style="list-style-type: none"> - ask and answer geographical questions about the physical characteristics of a location including: rivers, mountains, volcanoes and earthquakes, and the water cycle. - ask and answer geographical questions about the human characteristics of a location including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. - 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.
Year 5/6	<ul style="list-style-type: none"> - know the natural resources that can be found in Great Britain. 	<ul style="list-style-type: none"> - that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world. 	<ul style="list-style-type: none"> - ask and answer geographical questions about the human characteristics of a location 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, rivers, mountains, volcanoes and earthquakes and the water cycle. - 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.
	**Communities and settlement: Children will know;	**Communities and settlement: Children will understand;	**Communities and settlement: Children will be able to;
Year /	<ul style="list-style-type: none"> - how trade with other countries influences the economy in Great Britain. <p>**(Make links with this concept to History topics too!)</p>	<ul style="list-style-type: none"> - that trade can bring about change in communities and settlements - that communities use natural resources to meet their basic needs - that communities and settlers can have a positive 	<ul style="list-style-type: none"> - explain human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

		<p>and negative impact upon an area</p> <ul style="list-style-type: none"> - that people, products, ideas and elements change in location, this can be through travel or flow. - that movement has a significant impact in how land is changed over time. - that distance, direction, and the processes bringing about movement and the regularity and volume of movement all need to be considered 	
	<p>Cultural understanding and diversity: Children will know;</p>	<p>Cultural understanding and diversity: Children will understand;</p>	<p>Cultural understanding and diversity: Children will be able to;</p>
	<p>that appreciation and awareness of similarities and differences between environments, places, people and cultures helps us develop our understanding of different societies and economies.</p> <ul style="list-style-type: none"> - that by developing an understanding of these similarities and differences enables us to build an appreciation of people's beliefs and attitudes and the influence that they may have on social, environmental, economic and political issues. - that they are have the right to develop and justify their own values and attitudes 		

*Place and Space are different concepts

Place addresses the similarities and differences through study of human and physical geography of a region. What is it like? What happens there? How and why is it changing?

Space addresses the location of points, features or regions