



## Orchard Lea Federation- Geography: Progression of knowledge and skills

### Overview

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn</b>	<b>Our school and around us -</b> Locational knowledge/place knowledge, fieldwork and investigation	<b>Comparing London and Castries – St Lucia</b> Locational knowledge/Map and atlas work		<b>Study of rivers and the water cycle (River fieldwork trip)</b>	<b>Natural Disasters: Asia Earthquakes (Nepal) and Volcanoes (Indonesia) (School based fieldwork)</b>	
<b>Spring</b>		<b>All around the world</b> Map and Atlas work / Field work and investigation	<b>Types of settlement and land use in local area - Fareham</b> <b>Comparison with city in our region (Portsmouth/Southampton) (Local fieldwork trip)</b>			
<b>Summer</b>	<b>Weather around us</b> Human and physical features, fieldwork and investigation  <b>Journeys</b> Map and Atlas work, fieldwork and investigation	<b>Lee on the Solent</b> Human and Physical features / Place knowledge	<b>A European study- Vannes, France – Comparison to our local area- Fareham</b>	<b>Hampshire and the Isle of Wight -The New Forest, Coasts and tourism</b>	<b>Biomes and climates. Mountains formation and human activity (virtual fieldwork)</b>	<b>South America compared to North America - Industry and trade links, Fairtrade, rainforests, climate zones, time zones, vegetation belts, cities – migration and inequalities (field work – separate local current study)</b>



## Orchard Lea Federation- Geography: Progression of knowledge and skills (Infant)

		Reception	Year 1	Year 2	End of Key Stage Expectations
<p><b>EYFS Geography at Orchard Lea:</b>            Whilst we do not explicitly teach subjects such as geography in the early years, we do help children to understand the world around them. We believe that understanding the world involves guiding children to make sense of their physical world and their community. We facilitate this by giving children the opportunities to explore, observe and find out about people, places, technology and the environment. In early years it is important to children to understand themselves and their belonging. This is where we start our Geography journey by giving children the opportunity to explore areas directly linked to themselves.</p> <p><b>Development Matters:</b> Looks closely at similarities, differences, patterns and change.</p> <p><b>Early Learning Goal:</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Statutory National Curriculum for KS1:</b>  <b>Purpose of study:</b>            A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p>					
<b>Geographical Knowledge</b>					<p><b>The national curriculum for geography aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>✚ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>✚ understand the processes that give rise to key physical and human geographical features of the world, how these are</li> </ul>
<p>To name and locate the world's seven continents and five oceans.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</p>	<b>Locational knowledge</b>	<p>I can talk about similarities and differences in relation to places, objects, materials and living things (ELG)</p>	<p>I can mark on a map of the British Isles where I live.</p> <p><b>I can explain how some places are linked e.g. roads, trains etc.</b></p> <p>I know about the local area, and can name and locate key landmarks.</p> <p>I know some the local area and its physical and human geography.</p>	<p><b>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surroundings seas on a range of maps.</b></p> <p>I can mark on a map of the world the seven continents and five oceans.</p> <p>I know the local area and its physical and human geography.</p> <p>I can use an atlas to name and locate the four different countries of the United Kingdom.</p>	
<p>To understand geographical similarities and differences in the United Kingdom</p>	<b>Place knowledge</b>	<p>I notice detailed features of objects in my environment (22- 36)</p> <p>I can talk about some of the things they have observed such as plants,</p>	<p>I can mark on a map of the local area, the location of the school.</p> <p><b>I can use geographical language to describe the local area.</b></p>	<p>I can describe places according to their physical and human features.</p> <p>I can compare two different localities based on their human and physical features.</p>	

		animals, natural and found objects (30-50) To talk about the features of their own immediate environment and how environments might vary from one another (ELG)			interdependent and how they bring about spatial variation and change over time ✚ are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ✚ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ✚ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
<b>Geographical Knowledge</b>					
<p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To identify weather patterns in hot or cold areas of the world.</p> <p>To use basic geographical vocabulary to talk about human and physical features.</p>	<b>Human and Physical</b>	<p>Looks closely at similarities and differences, patterns and change (40-60)</p> <p>To make observations of the environment and explain why some things occur and talk about changes (ELG)</p>	<p>I can keep a class weather chart and discuss the changes throughout the year.</p> <p>I can give an example of a physical and a human feature.</p> <p>I can say what places are like using words and phrases such as built up, noisy, busy, farmland, coastline.</p> <p>I can say what type of buildings are in a place.</p> <p>I can say where somewhere is using words such as close to the school, far away from the school, town or city name.</p> <p>I can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons.</p> <p>I can say how my local area changes (e.g. busier and quieter)</p>	<p>I can say what places are like using words and phrases such as built up, noisy, farmland, roads, woods, coastline etc.</p> <p>I can say what type of buildings are in place (houses, shops, offices, flats, farm buildings etc) and use this to decide whether a place is a city, town, village, coastal or rural.</p> <p>I can say how a place is different (how many people, housing, transport, industry)</p> <p>I can recognise different natural environments and describe them using a range of key vocabulary.</p> <p>I can recognise a natural environment and describe it using key vocabulary.</p>	
<b>Geographical Skills and Enquiry</b>					
<p>To use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To use simple compass directions and locational and directional language.</p>	<b>Map and Atlas Work</b>	<p>Children use everyday language to talk about positions and distance to solve problems Uses positional language (30-50)</p> <p>Can describe their relative position such as behind or next to (40-60 SSM)</p>	<p>I can describe a journey on a map of the local area using simple compass directions (N, S, E, W) and locational and directional language (near to, far from, close by)</p> <p>I can use a UK wall map or atlas to locate where my school is.</p> <p>I can map area around my school and I can make drawings or an area I am finding out about.</p>	<p>I can label maps of places I am studying with geographical language eg. NWSE compass rose</p> <p>I can use a range of maps and globes to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>I can create a map with grid references (coordinates A1, B3) and a key with symbols or colours to help identify features.</p>	

			<p><b>I can make a simple map of my school.</b></p> <p>I take digital photographs of a locality and use them back in the classroom to describe a place.</p> <p>I can describe a journey on a map of the local area locating features and landmarks seen on the journey.</p>	<p>I take and use digital photographs of a locality and use them back in the classroom to help describe a place, adding geographical words.</p> <p>I can mark on a map, the location of places that I have studied and any other features I know about.</p> <p><b>I can locate hot and cold area of the world In relation to the equator and the North and South Poles</b></p>	
<p>To investigate places and environments by asking and answering questions, making observations and using simple maps, atlases, images and aerial photos.</p>	<p><b>Fieldwork and Investigation</b></p>	<p>Enjoys playing with small world models such as farm, a garage or a train track (22-36)</p>	<p>I use books, stories and other information to find out about places.</p> <p>I can locate features of the school grounds on a map.</p> <p><b>I can use location language e.g. near and far; left and right, to describe the location of features and routes.</b></p>	<p><b>I use books, stories, the internet and other information to find out about places and I keep this in an organised way.</b></p> <p>I can accurately locate features of the school on a map.</p> <p><b>I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</b></p> <p>I use words, pictures, bar charts and pictograms to help me describe places.</p> <p>I use words, pictures, bar charts, Venn diagrams, pictograms and tables to help me describe places.</p>	
<p><b><u>Year R Vocabulary</u></b></p> <p>school backwards church above police officer zebra crossing under doctor traffic lights tunnel dentist bridge roundabout map street</p>			<p><b><u>Year 1 Vocabulary</u></b></p> <p>near far left right building plan globe journey travel long bungalow town transport lorry bus car</p>	<p><b><u>Year 2 Vocabulary</u></b></p> <p>England Scotland Northern Ireland Eire Wales North South east west semi-detached larger city beach forest sea soil</p>	

left teacher house right bungalow forwards head teacher	summer winter autumn spring seasons short junction village wind snow rain hail fog wet dry hot cold wide narrow farm	port location route aerial view landscape environment London Edinburgh Cardiff Belfast terraced smaller desert cliff hill river vegetation harbour Dublin Equator North Pole South Pole Irish Sea North Sea English Channel local distant address behind ocean coast mountain valley seasonal factory	
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## Orchard Lea Federation - Geography: Progression of knowledge and skills (Junior)

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
<b>Statutory National Curriculum for KS2:</b> <b>Purpose of study:</b> A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.					
<b>Following on from skills taught in KS1, children should;</b>  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.					
<b>Geographical Knowledge</b>					<b>The national curriculum for geography aims to ensure that all pupils:</b> ✚ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for
♣ 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	<b>Locational knowledge</b>	I can locate my town (Fareham) within the UK, Hampshire and the surrounding counties, and identify key features such as rivers, roads, seas, hills and settlements.  I can locate the UK in the context of Europe and the World and name the continents and oceans	I can locate The New Forest and the Isle of Wight within Hampshire, and identify the key physical and human features.  I can locate the main rivers of the UK and the World and the continents they flow through.	I can locate the main mountain ranges of the world  I can locate the major biomes of the World in relation to the Equator.  I can locate areas where volcanoes and earthquakes may occur and specific examples studied and begin to use latitude and longitude to locate them	

<ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ 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)</li> </ul>		<p>I can locate my contrasting area of study in France (Vannes) and in the context of Europe, , and identify key features such as rivers, roads, seas, hills and settlements.</p>	<p>I can locate the River Hamble in relation to local settlements.</p>	<p>I can locate contrasting mountain locations studied ( Arinsal – Andorra and the Lake District)</p>	<p>To be able to locate all locations stated in the National Curriculum and those studied during KS2</p>	<p>understanding the actions of processes  <ul style="list-style-type: none"> <li>✚ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>✚ are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>✚ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>✚ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> </ul> </p>
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Place knowledge</b></p>	<p>I can compare both physical and human features of our local area and that of another country (Vannes in France)</p> <p>I can name some geographical similarities and differences through the study of human and physical features of these 2 areas.</p>	<p>I can compare the physical and human characteristics of two areas in our region (including coasts and tourism)</p> <p>I can compare and give reasons for the similarities and differences between two areas in our region.</p>	<p>I can compare the human and physical features of two places, before and after a natural disaster.</p> <p>I can compare the similarities and differences between biomes giving reasons for my observations.</p> <p>I can compare a town in the mountains (Arinsal) to one in the UK (The Lake District)</p>	<p>I can compare the physical and human characteristics of North and South America including- vegetation belts, settlements and industries.</p> <p>I can compare locations studied in North and South America to my own region.</p>	

		I can understand how some aspects have changed over time.				
<b>Geographical Understanding</b>						
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	<b>Human and Physical</b>	<p>I can understand the difference between rural and urban landscapes</p> <p>I can describe and compare different types of settlements and land uses in two contrasting areas</p> <p><b>I can describe how geographical features change over time including land use and settlement</b></p> <p>I can assess how people can change the area that they live in.</p>	<p><b>I can describe the journey of a river from source to sea including the formation of it's key features using correct geographical vocabulary.</b></p> <p>I can identify land uses and industry that relates to the river environment.</p> <p>I have an understanding resources (water) are not shared equally and have some reasoning for this.</p> <p>I can explain the water cycle and the part rivers play in this.</p> <p>I can describe how physical geographical features are formed at the coast through the processes of erosion and deposition.</p> <p><b>I can describe land use and patterns associated with tourism and compare these in two areas of our region</b></p> <p>I can show some understanding of how humans can impact an area both positively and negatively.</p>	<p>I can describe the different climate zones and biomes on a global scale.</p> <p><b>I am able to give an explanation for the position and characteristics of climate zones and biomes and how they are related</b></p> <p>I can describe how mountains, volcanoes and earthquakes occur.</p> <p>I can describe how humans are impacted by living in areas of natural disasters.</p> <p>I can recognise that humans can have some control over physical features.</p> <p><b>I can make comparisons between two places that have the same physical features (biomes and mountains)</b></p>	<p>I can describe economic activity including trade links between countries and Fairtrade.</p> <p>I understand and talk about the distribution of natural resources including energy, food, minerals and human resources such as housing and education, and am developing and awareness that inequalities exist.</p> <p>I can analyse the positive and negative impact of a human change on both a local and global scale.</p> <p>I can explain reasons people migrate to different areas.</p> <p>I can find patterns of land use within settlements and compare these with other similar size settlements.</p>	



<b>Geographical Skills and Enquiry</b>					
<p>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>♣ 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</p> <p>♣ 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>	<b>Geographical skills and fieldwork</b>	<p>I can use a grid to locate points on a map (this may be letter and number coordinates or beginning to use 4 figure grid references)</p> <p><b>I can use the 8 points of a compass.</b></p> <p>I can compare maps of the same place.</p> <p>I can use and include a key on a map using common OS symbols.</p> <p>With guidance, I can use maps, atlases, digital mapping, photos, aerial photos and globes to locate places and features.</p> <p><b>I can draw a sketch map with annotations or a simple key (own symbols or using OS symbols that they know) representing physical and human features in the area studied</b></p> <p>I can ask questions, set by the teacher, to collect information.</p> <p>I can use my observational skills and use a camera, video or</p>	<p><b>I can use 4 figure grid references accurately on and OS map</b></p> <p>I can use a key on a map (including OS and digital maps) using a range of symbols.</p> <p><b>I can begin to use maps including OS maps, atlases, globes, digital/computer mapping, oblique and aerial photos to locate countries and describe features studied.</b></p> <p>Draw increasingly accurate sketch maps (considering scale and position of objects being mapped) with a key using OS symbols or recognised colours to show heights.</p> <p>I can begin to form and ask my own questions (with guidance from the teacher) to help find information I need from a variety of sources.</p> <p>I can use my observational skills and a camera, video or select digital images and add annotations to portray the</p>	<p>I can (with guidance) use 6 figure grid references.</p> <p>I can begin to use latitude and longitude to describe location.</p> <p><b>I can use a variety of maps (including OS at different scales, atlas maps, digital maps (and maps with over lays) and a range of images (including satellite images) to find features in countries studied.</b></p> <p><b>I understand how colour and contours are used on different maps and satellite images to show physical features such as height and shape.</b></p> <p>I can draw a sketch map of an area and represent the key physical and human features with relevant annotation or key using correct OS symbols</p> <p>I can begin to form my own questions to ask to find out information, relevant to my enquiry, from a range of sources</p> <p>I can use observation skills and range of digital technologies to capture relevant images that portray selected features or</p>	<p><b>I can accurately use 6 figure grid references to locate features.</b></p> <p>I can use latitude and longitude with increasing confidence to locate places.</p> <p>I can independently select and use a variety of maps and atlases at different scales (including OS maps and non-Euro centric maps) ) and a range of images (including satellite images) to find features in countries studied.</p> <p>I can independently draw a sketch map of areas of different scales and represent appropriate key physical and human features with relevant annotation or key using correct OS symbols</p> <p><b>I can form my own questions to ask to find out information, relevant to my enquiry, from a range of sources and record these accurately using appropriate methods.</b></p> <p>I can begin to justify my choices when using observation skills and range of digital technologies to capture relevant images that portray selected features or images</p>

	<p>select digital images (with guidance) with simple annotations to portray the features found or opinions I have.</p> <p>I can collect data using methods such as a tally or tick sheet (set by the teacher)</p> <p>I can present data I have collected in simple ways using maps, annotated pictures, simple graphs or verbal presentation (with guidance from the teacher)</p> <p>I can contribute to reaching a teacher-led conclusion to the enquiry question</p>	<p>features found or opinions I have</p> <p>I can begin to make decisions (with guidance) about how to collect data from different sources and record them accurately using methods such as tallies and charts or appropriate instruments</p> <p>I can present data I have collected in simple ways using maps, annotated pictures, simple graphs or verbal presentation</p> <p>I begin to form an conclusion to the enquiry question and (with guidance) I can say why I think this from the data I have collected</p>	<p>images and annotate these appropriately</p> <p>I can decide how I collect and record data accurately from a range of sources using appropriate instruments and methods.</p> <p>I can present data collected in a variety of ways including: maps, images, sketches and a range of graphs and begin to discuss which method would be best to answer the enquiry question.</p> <p>I can form a conclusion to the enquiry question by drawing on the data I have collected and begin to show understanding that not everyone will agree with me.</p>	<p>and annotate these appropriately</p> <p>I can present data collected in a variety of ways including: maps, images, sketches and a range of graphs and offer reasoning for which method would be best to help answer the enquiry question.</p> <p>I can form a conclusion to the enquiry question, justifying this using data I have collected, understanding that not everyone will agree with me and that there are limitations to the data I have collected.</p>
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<p><b><u>Year 3 Vocabulary</u></b></p> <p>County Continent County Rural Urban Europe Ocean Agriculture Farming Fishing Industrial Factory Office House</p>	<p><b><u>Year 4 vocabulary</u></b></p> <p>Tourism Jobs Wages Region Pollution Environment River Bed Bank Channel Confluence Current Delta Downstream</p>	<p><b><u>Year 5 Vocabulary</u></b></p> <p>Antarctic Circle Arctic Circle Equator Latitude Longitude Northern Hemisphere Southern Hemisphere Topography Tropic of Cancer Tropic of Capricorn Habitat Population Employment Drought Irrigation</p>	<p><b><u>Year 6 Vocabulary</u></b></p> <p>Greenwich/ Prime Meridian North America South America Time zone Deforestation Farming Logging Mega-city Nomadic Shanty town Crops Economic activity Customers Port Trade Fairtrade</p>
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Bungalow Flats Settlement Residential Shops High street Services Human Physical City Village Town Hamlet Isolated Motorway Railway Road Local Out of town Forest Woodland Landmark Growth Location Pattern	Deposition Erosion Depth Estuary Flood Flood plain Gorge Valley Landforms Course Meander Mouth Oxbow lake Process River basin Source Transportation Tributary Watershed Water cycle Coast Arch Bay Beach Cave Stump Tide Cliff Fetch Wave Headland Longshore drift Stack	Famine Biodiversity Biome Taiga/boreal forest Tundra Desert Savannah Coniferous forest Deciduous forest Equatorial forest Climate Ecosystem Flora Fauna Soil Temperature Vegetation Temperate Seasons Volcano Earthquake Tectonic plates Convection currents Core Crust Mantle Magma Lava Pyroclastic flow Pressure Friction Vent Volcanic bowl/crater Cone Tremor Epicentre Shock waves	Globalisation Interdependent Import Export Electricity Energy  Fracking Gas Oil Fossil fuel Hydropower Minerals Non-renewable Nuclear power Renewable Resource Solar Turbine Wind	
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		Richter scale		
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Friction

Converge

Diverge

Sliding

Tsunami

Fold mountain

Uplift

Contour

Mountain