

St Joseph's Catholic Primary School
PROGRESSION OF KNOWLEDGE AND SKILLS



Early Years Framework		Foundation 1	Foundation 1
<p>EYS: framework is structured across seven areas of learning.</p> <p>Statements from 2020 Development Matters are prerequisite skills for geography within the NC. The highlighted statements outline the most relevant statements taken from the Early Learning Goals in the EYS statutory framework and the Development Matters age ranges for Three and Four Year olds and Reception to match the programme of study for Geography.</p>		<p>Nursery:</p> <p>Mathematics:</p> <ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <p>Understanding the World:</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Talk about the daily weather and link to seasons • Understand modes of transport • Follow simple directions – backwards, forwards 	<p>Reception:</p> <p>Understanding the World:</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. <p>Understanding the World, People, Cultures and Communities:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>Understanding the World, The Natural World:</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons. • Talk about the daily weather and link to seasons • Understand modes of transport • Follow simple directions – backwards, forwards
Geography Statements NC KS1	Progression of skills NC	Year 1	Year 2
Location knowledge	<i>Name and locate the world's 7 continents and 5 oceans.</i>	Look and use a World map and learn which areas are land and which are water.	<p>Name and locate the world's 7 continents and 5 oceans on a globe and a World Map.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere.</p> <p>On World Map and UK map, look at areas covered by water.</p>

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	<i>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</i>	<p>Locate and name the countries making up the British Isles (England, Ireland, Scotland, and Wales).</p> <p>Locate our local area on a map of the UK and name the seas</p> <p>Locate England's capital city – London. Locate Scotland's Capital city – Edinburgh Locate Ireland's Capital city – Belfast, Dublin. Locate Wales Capital city – Cardiff.</p> <p>There are seven continents: Europe, Antarctica, Asia, Africa, Australia, North America, South America.</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom.</p> <p>There are 5 Oceans, the Arctic, Atlantic, Indian, Pacific and Southern.</p> <p>Seaside – Southend</p>
Place knowledge	<i>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.</i>	<p>Children will learn about their own immediate area – South Oxhey. Through this they will learn about features of their own environment and which are classified as human and physical.</p> <p>Children will think about their own locality (close to London) and how this contrasts to other areas of the United Kingdom – London, Edinburgh, Belfast, Dublin, Cardiff. Children will think about size, surroundings, location and weather</p>	<p>Contrast and build on last years knowledge of their own UK locality to study a non-European country – Brunei on the tropical island of Kampong Ayer in southeast Asia.</p> <p>Children will learn how houses, physical environment, jobs, food, schools and relate all this back to the human and physical aspects of a place.</p>
Human and Physical geography	<i>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.</i> <i>Use basic geographical</i>	<p>Use geographical language to investigate and learn about their own area – South Oxhey. Use key geographical language to describe the human and physical attributes of the area.</p> <p>Learn about the main human and physical features of UK Capital Cities and compare them to one another.</p> <p>Through looking at World Continents and Oceans children will learn about weather in different areas of the globe and which places are hot and cold (in relation to the equator).</p>	<p>Use vocabulary to describe a non-European country – Kampong Ayer. Discuss human and physical landscapes and record. 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>Children will know what the term weather means and the different types (rain, wind, warm, cold, storm etc.).</p> <p>Children will understand seasons and how they affect weather.</p> <p>Lead this topic into human and physical landscapes of the world. Look at UK then build outwards to look at how humans have affected the physical landscapes across the globe.</p>

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	<p>vocabulary to refer to:</p> <p><i>*Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i></p> <p><i>*Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p>		
Geographical Skills and Fieldwork	<p>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.</p> <p>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> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and seas studied at this key stage.</p> <p>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, especially through looking at our local area – South Oxhey.</p> <p>Use photographs and devise a simple map of their local area; 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>Using a range of layers in <i>Google Earth</i> GIS imagery, identify, describe and offer reasons for changes in land use they can</p>	<p>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.</p> <p>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> <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. Compare this to a non-European country – Mexico.</p>

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	devise a simple map; and use and construct basic symbols in a key. 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.	observe and record in the local area of the school.				
Geography Statements NC KS2	Progression of skills NC	Year 3	Year 4	Year 5	Year 6	
Location 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. 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	Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. Locate and name the main counties and cities around South Oxhey.	On World Map and UK map, look at areas covered by water and how the Water Cycle can be a regional or a global system. Florida 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. Identify the position and significance of latitude,	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	On a world map locate the main countries in Africa, Asia, Australasia/Oceania and North/South America. Identify their main environmental regions, key physical and human characteristics, and some 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. 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) Name and locate the key topographical features of rivers in the UK. Look at features	

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	<p><i>rivers), and land-use patterns; and understand how some of these aspects have changed over time.</i></p> <p><i>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)</i></p>		<p>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).</p>	<p>hills,, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time.</p>	<p>of erosion and how rivers affect the topography of a landscape over time.</p>
Place Knowledge	<p>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.</p>	<p>Learn about a region of the UK – South Oxhey, looking at human and physical characteristics. Look at its topographical features and understand how the place has changed over time.</p> <p>Link this to ordinance of survey mapping and mapping symbols in fieldwork and geographical skills section.</p> <p>Look at housing and transport links in the area and find out about how the area has changed historically.</p> <p>Economic Trade Links with other countries. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p> <p>Study of Areas of high Volcanic and Earthquake Activity. Link this to Mountainous Regions.</p>	<p>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.</p>	<p>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.</p>	<p>UK study of Rivers.</p>
Human and Physical Geography	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers,</p>	<p>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.</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and</p>	<p>Describe and understand key aspects of : Rivers and their location globally and within the UK. Briefly recap on water cycle. Look at rivers in detail. Looking at their course from source to mouth. Use geographical terminology to describe the course.</p>

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	<p>mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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.</p>	<p>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.</p> <p>Describe and understand key aspects of: Physical Geography - Mountains, Volcanoes and earthquakes. Looking at key areas these natural events take place and reasons they take place in these regions. Looking briefly at plate tectonics and the ring of fire.</p>	<p>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, water.</p>	<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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.</p>
Geographical skills and fieldwork	<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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use Geographical fieldwork to enhance map reading skills with hands on experience of their local area.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of South Oxhey and the United Kingdom.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Florida</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<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 maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

Year 1 – Autumn Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments	Annotated photographs to show human and physical features Oral
2	Use a number of GIS layers of <i>Google Earth</i> to identify and observe familiar physical and human geographical features of the immediate vicinity of their school	Screen grab prints from 'street view' layer of <i>Google Earth</i> with labels Oral
2	Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe	Map
3	Using a range of layers in <i>Google Earth</i> GIS imagery, identify , describe and offer reasons for changes in land use they can observe and record in the local area of the school	Oral Annotated map
4	Understand that the many different uses of land observed in the local area can be grouped into a small number of categories	Simple land use map of local area
5	Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area	Annotated display of photographs Graphs and charts
5	Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features	Geographical walk Oral
Homework	Recognise , identify and locate the key human and physical geographical features of their own home area and offer reasons for any current changes in land use.	Sketch map with labels

Year 1 – Spring Term – When and how progression can be taught

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Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments	Annotated photographs to show human and physical features Oral
2	Use a number of GIS layers of <i>Google Earth</i> to identify and observe familiar physical and human geographical features of the immediate vicinity of their school	Screen grab prints from 'street view' layer of <i>Google Earth</i> with labels Oral
2	Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe	Map
3	Using a range of layers in <i>Google Earth</i> GIS imagery, identify , describe and offer reasons for changes in land use they can observe and record in the local area of the school	Oral Annotated map
4	Understand that the many different uses of land observed in the local area can be grouped into a small number of categories	Simple land use map of local area
5	Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area	Annotated display of photographs Graphs and charts
5	Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features	Geographical walk Oral
Homework	Recognise , identify and locate the key human and physical geographical features of their own home area and offer reasons for any current changes in land use.	Sketch map with labels

Year 1 – Summer Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
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1	Identify, recognise and describe the key geographical features of the Antarctic environment	Oral Simple sketch with labels Labelled photograph
2	Identify ways in which penguins are adapted to the Antarctic environment	Annotated outline diagram
3	Identify countries in Africa which lie within the Sahara Desert	Labelled outline map of Africa Oral
3	Identify, recognise and describe the key geographical features of the Sahara Desert	Oral Simple sketch with labels Labelled photograph
3	Explain why Antarctica is a desert despite being the coldest place on Earth	Oral
4	Describe ways that the Arctic region and North Pole is similar to and different from (compare and contrast) Antarctica and the South Pole and offer reasons for such differences	Oral
5	Describe and explain the components of the food chain of an Emperor Penguin	Food chain diagram
5	Identify and describe 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica	Postcard
6	Compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco)	Oral Poster
6	Explain the geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica	Oral
6	Design and construct a simple model of a waterfall and use it to identify and describe some of its geographical features	Model with labelled parts e.g. <i>river, cliff, rapids, boulders</i> etc.
Homework	Describe and offer reasons why an Ostrich doesn't need to fly and explain how this is very similar to a penguin	Simple PowerPoint presentation

Year 2 – Autumn Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles	Map Oral
1	Compare their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles	Map Oral
1	Using maps at various scales and online websites, identify time differences and estimate distances between the UK, Brunei and other locations in the world	Calculations Oral Maps with distance labels
2	Identify, describe and observe the types of traditional homes that are found in Kampong Ayer and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school	'Drawing from memory' with labels Oral Simple graphs and charts Photographs
2	Identify the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed	Scale plan with labels Oral
3	Identify and describe the main elements which make up the weather and understand that weather conditions change from one moment to the next	Recording temperature, rainfall, cloud cover, wind strength and direction in school grounds.
3	Observe how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern	Map of world showing hot and cold areas with directional arrow labels

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3	Describe the weather conditions experienced on one day in Bandar Seri Begawan using online BBC weather forecast webpages	Weather forecast presented to group using data from BBC weather forecast webpages
4	Identify and describe appropriate forms of transport for particular journeys made and explain why boats and water taxis are used by almost everyone in Kampong Ayer	Labelled poster
4	Understand in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity	Calculating the cost of buying three types of boat from Syarikat
5	Recognise, describe and suggest reasons for the similarities between a school/school life in a school in Kampong Ayer and their own school	Presentation – a day in the life of our school

Year 2 – Spring Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify and describe the basic atmospheric elements of the weather	Oral
1	Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices	Completed data record sheets and Excel spreadsheet
1	Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement	Graphs Oral and written
2	Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings	Painting of a weather scene in the style of a selected artist from Ancillary Question 2 and accompanying oral description
3	Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur	Simple PowerPoint using one image of each season accompanied by a relevant description

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3	Recognise and describe how Vivaldi in his concerto <i>The Four Seasons</i> is able to create an evocative picture of changes in the weather from one season to another	Simple composition using a range of instruments to evoke the weather conditions of one season
4	Observe and offer reasons for the distribution of hot and cold places in the world	Map of hot and cold places of the world with accompanying simple annotated notes e.g. 'it gets colder towards the North Pole'
4	Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles	Map of hot and cold places of the world with accompanying notes e.g. 'it get colder towards the North Pole because there is less energy from the Sun there'
5	Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences	Drawing of each environment with oral description and comparison
6	Understand why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathise with the emotions they would have felt as a result	140 character tweet Diary entry
Homework	Investigation of Amazon Basin which: Locates the area on a labelled world map which identifies continents and oceans; Describes typical daily weather; Suggests reasons for why it's so hot and wet and explains why it's so different from the Sahara Desert and Antarctica	Annotated poster Scrapbook Writing Oral presentation

Year 2 – Summer Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
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1	Identify and describe the main physical and human features of seaside environments	Oral through discussion which can be recorded if appropriate via a digital dictaphone and uploaded
2	Provide reasons as to why it is important to protect living things at the seaside	As above or through a combination of the above and simple labelled sketches and diagrams
2	Describe popular activities undertaken at the seaside	Postcard
3	Understand the interdependence of living things in seaside environments	Food chain diagram
3	Identify, describe and categorise living things within a rock pool habitat	Fieldwork exercise
3	Identify, categorise and begin to explain the distribution of sea shells on a beach	Fieldwork exercise
4	Identify, describe and offer reasons for the presence of pollution on a beach	Fieldwork exercise
4	Describe and explain how people can take greater care of the seaside environment	Seaside code guide
6	Describe and explain reasons why seaside holidays have changed in living memory	Oral through discussion
6	Identify, describe and offer reasons for European flight destinations from their nearest regional airport	Annotated outline map of Europe with labelled locations
Homework	Compare and contrast modern day experiences of the seaside with those of older members of their families or the Victorians (see below)	Scrapbook and simple presentation

Year 3 – Autumn Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, describe and give reasons for why environments change	Oral Annotated poster comparing events at Glenridding with the construction of the London Olympic Park
1	Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life	Short piece of explanatory writing
2	Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment	Land use map of local area; Map of local area shaded with key to show age and type of housing distribution Oral
3	Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual	PowerPoint Report
4	Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations	Fieldwork Scatter graph Enquiry write up
5	Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world	Annotated notes and bullet points

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Homework	Describe and explain the impact of environmental change in one threatened region of the world	PowerPoint
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Year 3 – Spring Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density	Categorising sets of photographs Oral
1	Describe and begin to explain the distribution of megacities across the continents of the world	Completed data table and bullet points of observations
2	Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants	Piece of explanatory writing
3	Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country	Location map with key Histogram
3	Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom	Short PowerPoint presentation
4	Recognise and locate the largest cities in South America	Map
4	Describe and offer reasons for the features of the city of Brasília, capital of Brazil	Oral
4	Explain and conclude why the Brazilian government built a new capital city in 1960	News report presentation
5	Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant	Piece of discursive writing

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Homework	Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world	Short PowerPoint presentation to group
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Year 3 – Summer Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density	Categorising sets of photographs Oral
1	Describe and begin to explain the distribution of megacities across the continents of the world	Completed data table and bullet points of observations
2	Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants	Piece of explanatory writing
3	Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country	Location map with key Histogram
3	Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom	Short PowerPoint presentation
4	Recognise and locate the largest cities in South America	Map
4	Describe and offer reasons for the features of the city of Brasília, capital of Brazil	Oral
4	Explain and conclude why the Brazilian government built a new capital city in 1960	News report presentation
5	Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant	Piece of discursive writing

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Homework	Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world	Short PowerPoint presentation to group
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Year 4 – Autumn Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, describe and explain the function and attraction of theme parks around the world and in particular the <i>Magic Kingdom</i> in Florida	Annotated plan of a route around the Magic Kingdom for a day visit
2	Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida	Short PowerPoint presentation
3	Describe and explain the historical significance of the Maya civilisation and suggest reasons for its catastrophic end	Piece of discursive writing
4	Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the <i>Magic Kingdom</i> from countries around the world	Choropleth map Oral
5	Recognise and describe the key geographical features of a peninsula and compare and contrast the Floridian peninsula with a number of peninsulas at different locations around the world	Annotated world map
6	Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location	Piece of explanatory writing
7	Describe and explain why sea turtles which live in the waters around Florida are endangered and reach a judgement as to how they might be conserved for the future	Bumper sticker (both sides)

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8	Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours	Climate graphs Oral
8	Reach a conclusion and make a judgement as to the best time climatically for British tourists to holiday in Florida	Magazine advertisement
9	Identify, describe and explain how hurricanes form and why they present such a threat to the people of Florida and understand the range of ways in which residents take measures to protect themselves and property from potential damage	Instruction leaflet
Homework	Locate, describe and explain why the Everglades are a National Park	Report

Year 4 – Spring Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Describe and explain using examples what living sustainably means	Oral
1	Identify, describe and explain the differences between renewable and non-renewable resources	Annotated diagrams Poster
2	Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable	Range of graphs and charts Short report to governors Action Plan completed
3	Understand in basic terms how solar panels and wind turbines generate electricity	Oral
3	Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing	Pie charts

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3	Explain how electricity is generated in hydroelectric power stations	Short PowerPoint presentation
4	Understand why creating new habitats for birds is a good example of sustainable development	Annotated satellite image of Exe Estuary Interpretation panel
5	Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable	A3 explanatory poster
Homework	Recognise and explain ways in which their lives at home could be more environmentally sustainable	Personal Sustainability Action Plan

Year 4 – Summer Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Observe, describe and explain in basic terms the pattern of climate in the United Kingdom	Oral Annotated maps Completed table of data
2	Identify, describe and begin to offer reasons for the distribution of different types of climate around the world	Oral Map interpretation Completed tables of data
3	Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world	Comparison tables Oral Short explanatory piece of writing
3	Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements	Climate graph Oral Short PowerPoint

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4	Understand how climate affects both the landscape of different biomes and the plants and animals that can live there	Matching of landscapes, plants and animals to different biomes Oral explanation
5	Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;	Completed convectional rainfall flow diagram
6	Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world	Photograph and Google Earth interpretation Completed flow diagram
Homework	Identify, locate, describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome	Report

Year 5 – Autumn Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements	Comparative diagram or model to scale of Mt Everest, Olympus and Mauna Kea
2	Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover	Annotated world map
2	Explain how the movement of plates of the Earth's crust can form ranges of fold mountains	Create and record animated film with accompanying narrative
3	Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924	Media recount newspaper report in modern genre
4	Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953	Part 1–4 diagram of Indian and Eurasian plate movement to form Himalaya Mountains with accompanying text

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5	Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains	Oral
6	Measure, record, compare and contrast climate data for Derek's farm with where they live and begin to offer reasons for their observations	Data recording Climate graphs Summary comparative data sheet Oral
6	Explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east	Map interpretation Piece of explanatory writing
7	Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps	Map interpretation exercises from 1:25 000 maps
8	Evaluate a range of evidence to make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago	Photograph and map work interpretation exercises Short explanatory text
9	Understand that even 'green' and 'renewable' energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the most appropriate way forward	Oral and discursive writing
Homework	Understand why Scotland is an attractive winter sports centre	Guide

Year 5 – Spring Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, locate, describe and explain the distribution of the 15 National Parks in the UK	Map PowerPoint
1	Observe and record the common key natural features of the National Parks of the UK and	Photograph interpretation Oral

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Ancillary Question	Learning Activity	Possible source of evidence of achievement
	explain why they are referred to as the country's 'breathing spaces'	
2	Recognise those other special qualities of National Parks, which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this	Photograph interpretation Personal heritage presentation Extended PowerPoint
3	Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special	Persuasive leaflet
4	Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK	Map interpretation Map Oral
5	Identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists	Annotated sketch Map and photograph interpretation Diagram Painting in the style of English Romantic painters
6	Identify, describe and, through observation, offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a judgement about its purpose	Annotated sketch Oral – burial artefacts for 'Merivale Man' Drawing and explanation for reconstructed Merrivale site Design and oral explanation of ceremonial stones Piece of discursive writing
7	Recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the United Kingdom	Photograph interpretation Oral Comprehension exercise
8	Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do	Rank ordering exercise Oral

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Ancillary Question	Learning Activity	Possible source of evidence of achievement
9	Compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities and differences between National Parks in the UK and those in the United States	Poster

Year 5 – Summer Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, recognise and describe , using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day	Oral
2	Identify, describe and compare and contrast the countries of Europe	Annotated map
3	Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular	Photograph interpretation
4	Compare and contrast , using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region	Venn diagram
5	Explain and reach a judgement using appropriate and specialised subject vocabulary why there are so few trees on Hiemaey	Explanatory writing
6	Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution	Labelled diagram, map and discussion
7	Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the	Discursive writing

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	positive and negative impact of these changes on the ways of life of the people of Hiemaey	
8	Understand the stages in the manufacture of an economic activity – fish processing - together with what export, import and trade entails	Flow diagram
Homework	Make a reasoned geographical judgement , using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes	PowerPoint presentation

Year 6 – Autumn Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify and describe how physical features of rivers change from source to mouth	Photograph sequencing
1	Offer reasons to explain why the course of a river changes as it flows from higher to lower ground	Oral
1	Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river	OS map interpretation Aerial photograph sequencing <i>Google Earth</i> fly through exercise Short piece of explanatory writing
2	Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things	Data collection Excel spreadsheet Graphs and charts Written write up report of hypothesis testing
3	Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife	OS Map exercise Bird profiles Food chain diagrams Oral

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Ancillary Question	Learning Activity	Possible source of evidence of achievement
4	Describe the components of the hydrological or water cycle and explain the important role that rivers play	Experiment Completed flow diagram
5	Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure	PowerPoint presentation Television news report Explanatory writing
6	Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding	Rainfall graph Annotated map with labels
7	Reflect upon and evaluate the techniques used by classical composers to portray the different stages and features of the course of a river and create and record a personal musical piece to evoke the features of a waterfall	Recorded musical piece Oral
8	Understand climatically what the <i>Little Ice Age</i> refers to and how occasional severe winters impacted upon the River Thames and the people of London	Analysis of paintings

Year 6 – Spring Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it	Map and photograph interpretation Oral Journal entry

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2	Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading	Satellite image and Ordnance Survey map analysis Categorising imports from China exercise Oral
3	Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences	Written and recorded television advertisement
4	Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world	Divided proportional bar Oral
5	Explain what Fairtrade is, compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from certification	A3 poster
5	Evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving <i>Fairtrade School</i> status	Research audit Report Action Plan
Homework	Understand what the ethical production and purchasing of clothes entails, evaluate and reach a judgement regarding the practice of popular clothing companies	Graphs and charts Annotated world map PowerPoint Letter

Year 6 – Summer Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
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1	Identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people	Explanatory writing
2	Evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia	Graphs and charts Persuasive letter
3	Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them	Simple Community Flood Resilience Plan
4	Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland	Discursive writing piece
4	Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places	Map interpretation Line graph Annotated diagram Oral
5	Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be	Reflective writing
5	Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions	Sustainability Action Plans (linked to enquiry: <i>How can I live more sustainably?</i>)
Homework	Describe and explain how each of the main renewable sources of energy works, evaluate their advantages and disadvantages and make a judgement regarding which would be most suitable for the poorest countries in the world	PowerPoint presentation

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