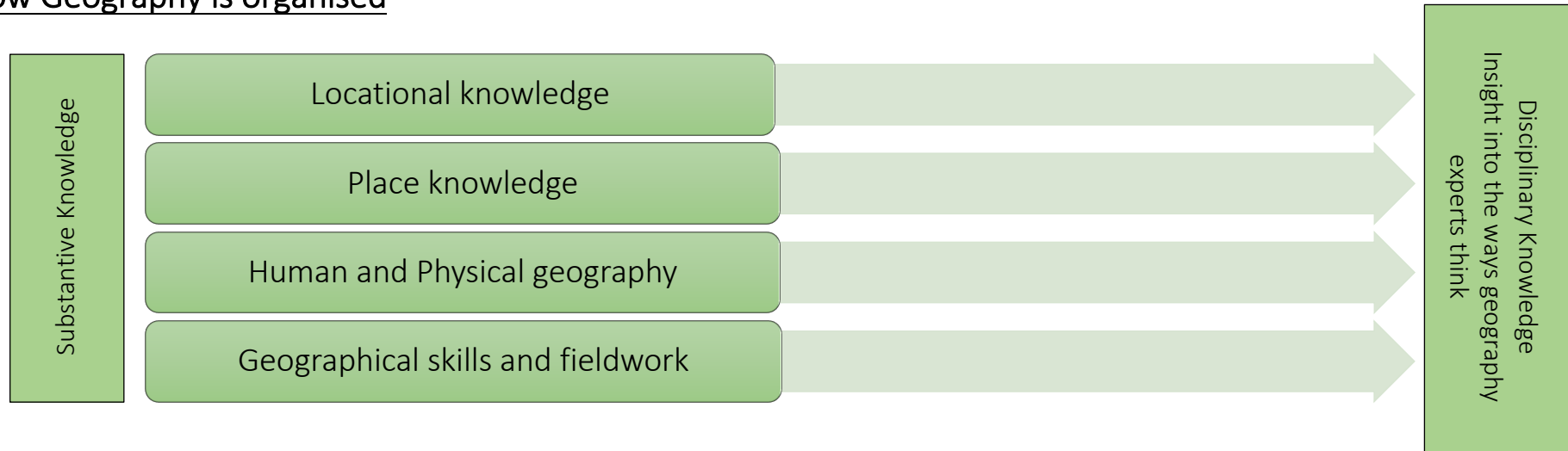




Progression of skills
Subject: Geography

How Geography is organised



Overview of units

		Autumn	Spring	Summer
KS1	Y1	What is a map?	Where is our school?	Who lives in Antarctica?
	Y2	What is Gateshead like?	How do the North & South Poles compare?	What is it like to live in Australia?
KS2	Y3	Why did people settle in Gateshead?	What makes Andalucia in Spain a good holiday destination?	Why does Mexico have so many volcanoes?
	Y4	Where does the River Tyne come from?	What grows in Mexico?	How similar are London and Madrid?
	Y5	How has our local area changed?	What is life like in Kenya?	What challenges do Kenyan farmers face?
	Y6	How does our region differ to The West Midlands?	SATS	What Can We Do? A Research Project



Progression of skills
Subject: Geography

KS1



Progression of skills
Subject: Geography

		Year 1	Year 2
		What is a map?	What is Gateshead like?
AUTUMN		<p>Builds upon: EYFS – understanding the location of parts of their classroom.</p> <p>Intent: Children will begin to develop their understanding of maps, their purpose and how they are used. They will focus their learning on the geography of their classroom before looking at the school grounds.</p> <p>Future Learning: Children will learn about the surrounding area of Bensham (Year 1 Spring).</p>	<p>Builds upon: Y1 – Children are now familiar with locations within the school grounds and features of the surrounding area. They have carried out some simple observational fieldwork.</p> <p>Intent: Children will learn about Gateshead and its location within the UK. Children will learn that the UK is made up of 4 countries and will learn the capital cities and the seas that surround the UK. Children will be able to use simple compass directions and will be able to identify human and physical features of Gateshead. Children will carry out fieldwork in the local area.</p> <p>Future Learning: Children will learn about different types of settlements that people live in and identify these in the local area, using digital maps and fieldwork.</p>
Skills	Geographical Skills	<ul style="list-style-type: none"> To understand what a map is. To use simple directions (near and far, left and right) to describe location of features on a simple map. 	<ul style="list-style-type: none"> To understand how to use an atlas to find a UK map. To use simple compass directions (north, south, east, west).
	Fieldwork	<ul style="list-style-type: none"> To use simple directions (up and down, left and right, near and far) to describe a route on a simple map. 	<ul style="list-style-type: none"> To carry out fieldwork to observe and record geographical features of the local area.
Knowledge	Locational Knowledge	<ul style="list-style-type: none"> To recognise features of their locality in relation to school. 	<ul style="list-style-type: none"> To know the 4 UK countries and surrounding seas. To identify the 4 UK capital cities.
	Place Knowledge	<ul style="list-style-type: none"> To know the name of our school. 	<ul style="list-style-type: none"> To locate Gateshead on a map of England.
	Human & Physical Geography	<ul style="list-style-type: none"> To use basic geographical vocabulary relating to school grounds: school, classroom, hall, corridor, office, yard etc 	<ul style="list-style-type: none"> To identify physical and human features of Gateshead. To use geographical vocabulary to describe immediate local area: school, street, house, shop etc



Progression of skills
Subject: Geography

		Year 1	Year 2
		Where is our school?	How do the North and South Poles compare?
SPRING		<p>Builds upon: Y1 – Children are now familiar with locations within the school grounds.</p> <p>Intent: Children will learn that our school is in Gateshead, England. They will learn the difference between physical and human features. They will be able to use simple fieldwork to identify geographical features of Bensham.</p> <p>Future learning: Children will learn about Gateshead and its location within the UK. They will be able to use simple compass directions and identify human and physical features of Gateshead through fieldwork in the local area (Year 2 Autumn).</p>	<p>Builds upon: Year 1 – Children are familiar with the location of Antarctica and some basic geographical features. They know that the world is split into continents. They have drawn some comparisons between weather in Antarctica and the UK.</p> <p>Intent: Children will learn about the polar regions and how their locations affect weather. They will be able to identify the 3 continents present in the Arctic, and learn that Antarctica is a continent. They will develop their use of maps (atlases, globes and digital) to locate cold places in the world and will use basic research and observational skills to compare the polar regions.</p> <p>Future learning: Children will learn about hot places in the world and the link to the equator. They will learn all 7 continents and 5 oceans of the world (Year 2 Summer).</p>
Skills	Geographical Skills	<ul style="list-style-type: none"> To understand what digital maps and aerial photographs are. To use simple directions to describe a route in the local area (e.g. from school to the park). To use simple fieldwork to identify features of the area surrounding school. 	<ul style="list-style-type: none"> To use globes and atlases to locate cold regions in the world.
	Fieldwork	<ul style="list-style-type: none"> To observe human and physical features of the area surrounding school. 	<ul style="list-style-type: none"> To use digital mapping and virtual resources to gather information.
Knowledge	Locational Knowledge	<ul style="list-style-type: none"> To understand that Gateshead is in England. 	<ul style="list-style-type: none"> To know the 3 continents which are in The Arctic. To know that Antarctica is a continent.
	Place Knowledge	<ul style="list-style-type: none"> To understand that our school is located in Gateshead. 	<ul style="list-style-type: none"> To compare geographical features of the polar regions.
	Human & Physical Geography	<ul style="list-style-type: none"> To understand the difference between physical and human features. To be able to use basic geographical vocabulary: street, house, road, shop, park, town, hill. 	<ul style="list-style-type: none"> To understand which parts of the world are cold (North & South Poles).



Progression of skills
Subject: Geography

		Year 1	Year 2															
		Who lives in Antarctica?	What is it like to live in Australia?															
SUMMER		<p>Builds upon: Children are familiar with the immediate local area. They know that school is in Gateshead, England. They are familiar with different types of maps. They can identify some physical and human features of the local area and have begun to use simple fieldwork and observations.</p> <p>Intent: Children will learn about a contrasting part of the world. They will learn to use an atlas and a globe and will be able to locate Antarctica. They will learn that the world is split into continents. They will learn that Antarctica is cold and will use simple fieldwork to record and compare the weather in Antarctica and the UK. They will be able to use simple compass directions (north and south).</p> <p>Future learning: Year 2 - Children will learn about polar regions and how their locations affect weather. They will learn the 7 continents and 5 oceans. They will develop their use of atlases, globes and digital maps, basic research and observational skills to compare the polar regions.</p>	<p>Builds upon: Children are familiar with 4 of the world's continents. Children know the location of cold parts of the world (Year 2 Spring).</p> <p>Intent: Children will learn about the location of hot places in the world and the link to the equator. They will be able to locate the equator on a map/globe. Children will learn the names and locations of all 7 continents and 5 oceans of the world. They will be able to locate Australia on a world map and/or globe. Children will be able to use observational skills and fieldwork to compare features of where they live to life in Australia.</p> <p>Future Learning: KS2 – Children will learn about other countries near the equator and develop knowledge about climate zones and world biomes.</p>															
		<table border="1"> <tr> <td rowspan="2">Skills</td> <td>Geographical Skills</td> <td> <ul style="list-style-type: none"> To understand what atlases and globes are. To use simple compass directions (north and south) to describe locations on a world map. </td> <td> <ul style="list-style-type: none"> To locate the Equator on a world map or globe. </td> </tr> <tr> <td>Fieldwork</td> <td> <ul style="list-style-type: none"> To use simple fieldwork to record daily weather. </td> <td> <ul style="list-style-type: none"> To carry out fieldwork to observe and record geographical features of the local area. </td> </tr> </table>	Skills	Geographical Skills	<ul style="list-style-type: none"> To understand what atlases and globes are. To use simple compass directions (north and south) to describe locations on a world map. 	<ul style="list-style-type: none"> To locate the Equator on a world map or globe. 	Fieldwork	<ul style="list-style-type: none"> To use simple fieldwork to record daily weather. 	<ul style="list-style-type: none"> To carry out fieldwork to observe and record geographical features of the local area. 	<table border="1"> <tr> <td rowspan="3">Knowledge</td> <td>Locational Knowledge</td> <td> <ul style="list-style-type: none"> To understand that the world is split into continents. </td> <td> <ul style="list-style-type: none"> To name and locate the world's 7 continents and 5 oceans. </td> </tr> <tr> <td>Place Knowledge</td> <td> <ul style="list-style-type: none"> To locate Antarctica on a map or globe. </td> <td> <ul style="list-style-type: none"> To locate Australia using an atlas, map or globe. To compare a small area of Australia with Gateshead. </td> </tr> <tr> <td>Human & Physical Geography</td> <td> <ul style="list-style-type: none"> To identify different types of weather. To use geographical vocabulary: weather, temperature, sea, ocean, continent, country. </td> <td> <ul style="list-style-type: none"> To understand the relation between the Equator and hot countries. </td> </tr> </table>	Knowledge	Locational Knowledge	<ul style="list-style-type: none"> To understand that the world is split into continents. 	<ul style="list-style-type: none"> To name and locate the world's 7 continents and 5 oceans. 	Place Knowledge	<ul style="list-style-type: none"> To locate Antarctica on a map or globe. 	<ul style="list-style-type: none"> To locate Australia using an atlas, map or globe. To compare a small area of Australia with Gateshead. 	Human & Physical Geography
Skills	Geographical Skills	<ul style="list-style-type: none"> To understand what atlases and globes are. To use simple compass directions (north and south) to describe locations on a world map. 		<ul style="list-style-type: none"> To locate the Equator on a world map or globe. 														
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	Place Knowledge	<ul style="list-style-type: none"> To locate Antarctica on a map or globe. 	<ul style="list-style-type: none"> To locate Australia using an atlas, map or globe. To compare a small area of Australia with Gateshead. 															
	Human & Physical Geography	<ul style="list-style-type: none"> To identify different types of weather. To use geographical vocabulary: weather, temperature, sea, ocean, continent, country. 	<ul style="list-style-type: none"> To understand the relation between the Equator and hot countries. 															



Progression of skills
Subject: Geography

LKS2



Progression of skills
Subject: Geography

		Year 3	Year 4
		Why did people settle in Gateshead?	Where does the River Tyne come from?
AUTUMN		<p>Builds upon: Children are familiar with the geographical features of the school and immediate local area and can use a range of geographical vocabulary to describe human and physical features. They will have a basic understanding that not all areas of the world are suitable to live (KS1 – Antarctica).</p> <p>Intent: Children will learn more about England and that it is split into counties. They will find out that Gateshead is in Tyne & Wear and will become familiar with some of our neighbouring counties. Children will learn about different types of settlements and what humans need and how this influences where they decide to live.</p> <p>Future Learning: Year 4 – children will look more closely at the importance of the River Tyne to the local area. They will continue to develop their confidence with fieldwork and their ability to find information from maps, including digital maps.</p>	<p>Builds upon: Children know that rivers are linked to where people choose to settle (Y3 – Autumn). They know about local counties and will be able to use their geographical skills to identify a river on a map.</p> <p>Intent: Children will develop their local knowledge to include the River Tyne. They will familiarise themselves with the main rivers in the northern counties of England and will know the names of some other major UK rivers. Children will learn how rivers are formed and be able to identify parts of a river, using their own sketch maps and plans to draw and label a river. They will also learn about the water cycle.</p> <p>Future Learning: Children will look closely at the way land is used (Year 5), making links to their knowledge of both settlements and the significance of rivers.</p>
		<p>Skills</p> <p>Geographical Skills</p> <ul style="list-style-type: none"> To use digital maps to identify geographical features. 	<ul style="list-style-type: none"> To use 4-figure grid references to locate features on a map.
		<p>Fieldwork</p> <ul style="list-style-type: none"> To create a sketch map. 	<ul style="list-style-type: none"> To visit the River Tyne and record features of the area using sketch maps and digital technology.
		<p>Knowledge</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> To know that Gateshead is in Tyne & Wear. To name some neighbouring counties. <p>Place Knowledge</p> <ul style="list-style-type: none"> To understand why people chose to settle in Gateshead. <p>Human & Physical Geography</p> <ul style="list-style-type: none"> To understand the differences between types of settlements. To use geographical vocabulary relating to settlements: rural, urban, village, town, city, noisy, busy, quiet, permanent, temporary, shelter, resources, man-made structure, river. 	<ul style="list-style-type: none"> To identify physical features on a map of the local area (e.g. hills, rivers). To locate the River Tyne on a map of the local area. To understand how rivers are formed. To identify the main features of a river. To know the stages of the water cycle. To use geographical vocabulary relating to rivers: bank, basin, bed, current, downstream, mouth, source, confluence, meander, silt, upstream, tributary.



Progression of skills
Subject: Geography

		Year 3	Year 4
		What makes Andalucia in Spain a good holiday destination?	What grows in Mexico?
SPRING		<p>Builds upon: Intent: Learn about the diversity within Andalucia and the related holiday opportunities. Learn about features of mountains and impact on climate and weather. Future learning: Children will learn more about the differences between Spanish and English capital cities (Year 4 Summer) and will explore the features of volcanoes (Year 3 Summer).</p>	<p>Builds upon: Children learned about Mexico in Year 3 – they are aware of its global location and have some awareness of the physical geography of the country. Intent: Further develop their awareness of Mexico’s location and the impact this has on its climate. Children will become familiar with the idea of biomes their main features. Future learning: Children will look at the challenges facing farmers when growing and selling crops (Year 5)</p>
Skills	Geographical Skills	<ul style="list-style-type: none"> To use digital maps and atlases to identify geographical features. 	<ul style="list-style-type: none"> To use an atlas to locate Mexico and its neighbouring countries and oceans.
	Fieldwork	<ul style="list-style-type: none"> To use computer mapping to carry out virtual fieldwork. 	<ul style="list-style-type: none"> To use digital maps and aerial photos to carry out virtual fieldwork.
Knowledge	Locational Knowledge	<ul style="list-style-type: none"> To know that Spain is in Europe. To identify Spain’s location in relation to the equator and Tropics of Cancer and Capricorn. 	<ul style="list-style-type: none"> To know that Mexico is in the Northern Hemisphere. To understand how global location related to biomes.
	Place Knowledge	<ul style="list-style-type: none"> To describe physical and human features of a region in Spain. 	<ul style="list-style-type: none"> To compare the geographical differences between the north and south of Mexico.
	Human & Physical Geography	<ul style="list-style-type: none"> To describe and understand the key aspects of mountains. To use geographical vocabulary relating to mountains: hill, mountain, mountain range, valley, plateau, base, face, snow line, outcrop, ridge, slope, tree line, summit, height, above sea level, dome mountain, fault-back mountain, fold mountain, plateau mountain, volcanic mountain. 	<ul style="list-style-type: none"> To understand key aspects of world biomes. To use geographical vocabulary relating to biomes: biome, vegetation, plants, wildlife, climate, temperature, weather, aquatic, desert, forest, grassland, tundra, rainforest, boreal/taiga forest, temperate deciduous forest, tropical rainforest, savannah/tropical grassland, ice.



Progression of skills
Subject: Geography

		Year 3	Year 4
		Why does Mexico have so many volcanoes?	How similar are London and Madrid?
SUMMER		<p>Builds upon: Last term children learned about features of mountains, including volcanic mountains (Year 3 Spring)</p> <p>Intent: Learn about location of tectonic plates in relation to Mexico and their relation to volcanoes and earthquakes. Learn about the features of a volcano.</p> <p>Future learning: Children will go on to further their knowledge of Mexico and its biomes (Year 4)</p>	<p>Builds upon: Last year children Learned about the diversity within a region of Spain and considered the location as a holiday destination.</p> <p>Intent: Children will build upon their knowledge of Spain, focussing on a city. They will consider lines of latitude and longitude when researching their locations and their relevance to Greenwich Meridian.</p> <p>Future Learning: Children will compare 2 regions of England (Year 6) and will also visit London.</p>
Skills	Geographical Skills	<ul style="list-style-type: none"> To use 4-figure grid references to locate features on a map of Mexico/Americas. 	<ul style="list-style-type: none"> To use atlases and digital mapping to identify lines of latitude and longitude.
	Fieldwork	<ul style="list-style-type: none"> To use digital mapping to explore the geography of Mexico. 	<ul style="list-style-type: none"> To use graphs to present information relating to physical geography.
Knowledge	Locational Knowledge	<ul style="list-style-type: none"> To locate Mexico on a world map or globe. To identify the Tropics of Cancer and Capricorn. 	<ul style="list-style-type: none"> To identify Spain and its capital city on a map of Europe. To understand the position and significance of Prime/Greenwich Meridian.
	Place Knowledge	<ul style="list-style-type: none"> To describe and understand the physical geography of Mexico. To identify the Trans-Mexican Volcanic Belt. 	<ul style="list-style-type: none"> To identify similarities and differences between English and Spanish capital cities.
	Human & Physical Geography	<ul style="list-style-type: none"> To describe and understand key aspects of a volcano. To describe and understand the key aspects of earthquakes. To use geographical vocabulary relating to volcanoes: volcano, active, ash, vent, crater, dormant, eruption, fault, fissure, lava, magma, mantle To use geographical vocabulary relating to earthquakes: earthquake, crust, epicentre, focus, inner core, magnitude, mantle, normal fault, outer core. 	<ul style="list-style-type: none"> To identify key physical features of London and Madrid. To use geographical vocabulary relating to latitude, longitude and time zones: time zones, latitude, longitude, vertical, horizontal, Prime Meridian, Greenwich, Greenwich Mean Time, capital city.



Progression of skills
Subject: Geography

UKS2



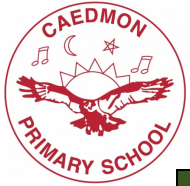
Progression of skills
Subject: Geography

		Year 5	Year 6
AUTUMN		How has our local area changed?	How does our region differ to The West Midlands?
		<p>Builds upon: Children have learned about settlements and understand why people choose to live in certain places (Year 3) and the role that rivers play in this (Year 4). They have developed mapwork and to identify geographical features.</p> <p>Intent: Children will learn about the different ways land is used and broaden their geographical vocabulary to describe urban and rural areas. They will carry out some fieldwork to consider the type of area they live in and will be given opportunities to develop their competency when using digital mapping to look at modern Ordnance Survey maps and maps from 1890s and 1950s to draw to research the changes in our area and begin to consider the reasons for change.</p> <p>Future Learning: Year 6 – children will use their geographical skills to research a region in another part of the country in order to compare similarities and differences. Y6 Summer – pupils will complete a research project to research and present a development plan for their local area.</p>	<p>Builds upon: Children have a good breadth of knowledge about our local area (KS1&KS2). They have considered the features of the area immediately around school as well as the wider area of Gateshead. They have developed map and fieldwork skills to gather and analyse geographical information.</p> <p>Intent: Children will broaden their knowledge of the UK to another part of the country – The West Midlands. They will consider the way the country is referred to as regions and think about how these differ. They will learn about the location of West Midlands, some of its major counties and cities. Using Digimap for Schools, pupils will learn how to use digital mapping tools to mark geographical features, label, and measure spaces.</p> <p>Future Learning: Y6 Summer term – pupils will draw upon their knowledge of their local area, another UK region and locations around the world to create a development plan to suggest future changes to the area.</p>
Skills	Geographical Skills	<ul style="list-style-type: none"> To use digital mapping to compare local maps from different time periods. To locate areas on a map using 6-figure grid references. 	<ul style="list-style-type: none"> To create 6-figure grid references for locations on a map. To use drawing and measuring tools on digital mapping to compare 2 regions of the UK.
	Fieldwork	<ul style="list-style-type: none"> To carry out fieldwork to record and present recent changes in the local area (e.g. Gibside School). 	<ul style="list-style-type: none"> To use photographs, plans and graphs to record and present features of the local area.
Knowledge	Locational Knowledge	<ul style="list-style-type: none"> To identify topographical features on maps to show changes to local land use. 	<ul style="list-style-type: none"> To locate West Midlands on a UK map. To name some major counties and cities in West Midlands.
	Place Knowledge	<ul style="list-style-type: none"> To understand the changes to our local area between the past and now. 	<ul style="list-style-type: none"> To compare human and physical features of 2 regions of the UK.
	Human & Physical Geography	<ul style="list-style-type: none"> To understand the term 'land use'. To use geographical vocabulary to describe the way land is used: rural, urban, greenbelt, farming, industry. 	<ul style="list-style-type: none"> To use geographical vocabulary to describe similarities and differences between 2 regions of the UK: region, county, north, south, east, west, coastal, inland.
		Year 5	Year 6



Progression of skills
Subject: Geography

SPRING		What is life like in Kenya?	SATS
Skills	Geographical Skills	<ul style="list-style-type: none"> To record and present features of a location in Kenya. To use 6-figure grid references to locate features on a map. 	
	Fieldwork	<ul style="list-style-type: none"> To use aerial photos and digital mapping to explore features of 2 contrasting areas in Kenya. 	
Knowledge	Locational Knowledge	<ul style="list-style-type: none"> To locate Africa on a world map. To locate Kenya on a map of Africa. 	
	Place Knowledge	<ul style="list-style-type: none"> To compare and contrast the geographical features of Nairobi and a rural area in Kenya. 	
	Human & Physical Geography	<ul style="list-style-type: none"> To understand the key aspects of natural resources and their distribution. 	



Progression of skills
Subject: Geography

		Year 5	Year 6
		What challenges do Kenyan farmers face?	Research Project – What Can We Do?
SUMMER		<p>Builds upon: Children developed their awareness of the links between climate, biome and crops (Y4) and have developed their knowledge of Kenya, its location and climate.</p> <p>Intent: Children will consider how the geography of Kenya impacts the products that are exported, with a strong reliance on agriculture. Children will learn about trade, fairness and equality and will consider how Fairtrade supports farmers.</p> <p>Future learning: In Year 6 children will consider their own area and opportunities and consider the idea of fairness and equality. This will lead to them carrying out a research project to develop a local development plan.</p>	<p>Builds upon: Children have considered the way their local areas has changed (Year 5) and have carried out some comparison work between our region and the Midlands.</p> <p>Intent: Using the geographical skills and knowledge they have gained throughout their previous units of study pupils will carry out local fieldwork and identify an issue to develop. This could be related to the local area, school grounds or an environmental issue.</p>
Skills	Geographical Skills	<ul style="list-style-type: none"> To use 6-figure grid references to locate areas on a map. 	<ul style="list-style-type: none"> To use digital mapping to describe chosen features.
	Fieldwork	<ul style="list-style-type: none"> To record and present data relating to Kenya's economic activity. 	<ul style="list-style-type: none"> To use fieldwork to observe, measure, record and present features of the local area. To present ideas using sketch maps and plans.
Knowledge	Locational Knowledge	<ul style="list-style-type: none"> To describe and understand the environmental regions of Kenya (desert, savannah, lowlands, highlands). 	<ul style="list-style-type: none"> To consider how the local area may have changed and how it could change in the future.
	Place Knowledge		<ul style="list-style-type: none"> To recognise geographical features of our local region.
	Human & Physical Geography	<ul style="list-style-type: none"> To identify and compare the main exports from Kenya and the UK. To understand the key aspects of the trade chain. To understand the role of Fairtrade and how it supports farmers. 	<ul style="list-style-type: none"> To consider the human geography of the local area.