

# West Melton Primary

*Striving for Success with Pride and Happiness*

## Key Stage 1 and 2 Geography



Progression of Learning Objectives

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical language	To describe features or locations	To describe features or locations	To begin to use and understand compass points N, S, E, W, SE, SW, NE, NW to describe direction	To use and understand compass points N, S, E, W, SE, SW, NE, NW to describe direction	To describe route using compass points N, S, E, W, SE, SW, NE, NW	To describe route using 16 compass points
	<b>key physical features</b> , including: forest, hill, mountain, soil, valley, vegetation, <b>key human features</b> , including: city, town, village, factory, farm, house, office.	<b>key physical features</b> , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b>-key human features</b> , including: city, town, village, factory, farm, house, office, port, harbour and shop	Previous terminology taught  To link geographical terms to area of study e.g. river, meander, flood plain, location, industry, transport	Previous terminology taught  To link geographical terms to area of study e.g. river, meander, flood plain, location, industry, transport	Previous terminology taught  To link geographical terms to area of study e.g. river, erosion, disposition, transportation, coasts, shore, drift, headland	Previous terminology taught  To link geographical terms to area of study e.g. settlement, urban, rural, land use, sustainability, confluence, tributary
	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom- <b>West Melton &amp; London</b>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom- <b>West Melton &amp; London</b> concentrating on islands and sea sides	Understand geographical similarities and differences through the study of human and physical geography of a region in the UK ( <b>South Yorkshire, Sheffield</b> ) a European country <b>Italy-Latium (Rome)</b>	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. <b>Italy-Latium (Rome)</b>	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. <b>Italy-Latium (Rome)</b>	Compare a region in UK with a region in N. or S. America with significant differences and similarities. <b>Brazil</b>
	Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country - <b>Kenya</b>	Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country concentrating on islands and sea sides- <b>Kenya</b>	Children can identify their main environmental regions, key physical and human characteristics, using both locational and geographical language ( <b>Italy, Norway, Spain</b> )	Children can identify their main environmental regions, key physical and human characteristics, using both locational and geographical language ( <b>Italy, Norway, Spain</b> )	Children can identify their main environmental regions, key physical and human characteristics, using both locational and geographical language ( <b>Italy, Norway, Spain</b> )	Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
	Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'. ( <b>Africa, Europe, Asia, North America, South America&amp; Australia</b> ) ( <b>Atlantic, Indian, Pacific, Arctic and Southern</b> )	Name, locate and identify the characteristics of the 4 countries and capital cities of the UK. <b>England-London</b> <b>Scotland- Edinburgh</b> <b>Wales- Cardiff</b> <b>Northern Ireland- Belfast</b>	Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc).	Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.	Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.	Identify the main environmental regions, key physical and human characteristics and major cities (USA, Brazil)  Using maps, atlases & globes as appropriate, children can locate using geographical language, major cities,

						regions, countries, seas & oceans, using lines of longitude and latitude.
	Understand that a world map shows all the countries in the world.  Identify the UK and the countries where members of the class come from.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  <b>UK, Kenya, Arctic, Antarctica</b>	Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.  Using maps, atlases & globes as appropriate, children can locate major cities, regions, countries, seas & oceans, using lines of longitude and latitude.	Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.  Using maps, atlases & globes as appropriate, children can locate major cities, regions, countries, seas & oceans, using lines of longitude and latitude.	Understand the significance of Latitude and longitude.  Using maps, atlases & globes as appropriate, children can locate using geographical language, major cities, regions, countries, seas & oceans, using lines of longitude and latitude.	identify, name and locate, using appropriate maps and atlases, main countries and major cities of Europe: <b>Spain (Madrid), France (Paris), Portugal (Lisbon), Germany (Berlin), Poland (Warsaw), Russia (Moscow)</b>
			identify, name and locate, using appropriate maps and atlases, main countries and major cities of Europe: <b>Spain (Madrid), France (Paris), Italy (Rome), Portugal (Lisbon), Greece (Athens), Norway (Oslo) and Denmark (Copenhagen)</b>	identify, name and locate, using appropriate maps and atlases, main countries and major cities of Europe: <b>Spain (Madrid), France (Paris), Italy (Rome), Portugal (Lisbon), Greece (Athens), Norway (Oslo) and Denmark (Copenhagen)</b>	identify, name and locate, using appropriate maps and atlases, main countries and major cities of Europe: <b>Spain (Madrid), France (Paris), Italy (Rome), Portugal (Lisbon), Greece (Athens), Norway (Oslo) and Denmark (Copenhagen)</b>	Name and locate countries from the southern hemisphere (e.g. Australia, <b>Brazil*</b> , <b>Kenya*</b> , Madagascar) and from the northern hemisphere (e.g. Japan, India, China, <b>Egypt</b> , South Africa).
			Name and locate 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 and identify how some of these aspects have changed over time ( <b>Sheffield, Manchester, Liverpool</b> )	Name and locate 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 and identify how some of these aspects have changed over time ( <b>Sheffield, Manchester, Liverpool</b> )	Name and locate 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 and identify how some of these aspects have changed over time ( <b>Sheffield, Manchester, Liverpool</b> )	Locate and name the main countries in North America: <b>Canada (Ottawa), USA (Washington DC), Mexico (Mexico City), Cuba (Havana), Panama (Panama City) and the Caribbean Islands.</b>  Locate and name the main countries in South America and some of their capitals – <b>Brazil (Brasilia), Peru (Lima), Argentina (Buenos Aires), Colombia (Bogota), Chile (Santiago)</b>  Identify their main environmental regions, key physical and human characteristics and major cities
			Name and locate the following counties, cities and towns of the United Kingdom <b>Sheffield (South Yorks.), York (North Yorks.), Leeds (West Yorks), London (Greater London), Manchester (Greater Manchester)</b>	Name and locate the following counties, cities and towns of the United Kingdom <b>Sheffield (South Yorks.), York (North Yorks.), Leeds (West Yorks), London (Greater London), Manchester (Greater Manchester), Liverpool</b>	Name and locate the following counties, cities and towns of the United Kingdom <b>Sheffield (South Yorks.), York (North Yorks.), Leeds (West Yorks), London (Greater London), Manchester (Greater Manchester),</b>	Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian

			Manchester), Liverpool (Merseyside) Southampton (Hampshire), Newcastle (Northumberland), ,Edinburgh (Edinburgh)	(Merseyside) Southampton (Hampshire), Newcastle (Northumberland), Edinburgh (Edinburgh)	Liverpool (Merseyside) Southampton (Hampshire), Newcastle (Northumberland), Edinburgh (Edinburgh)	and time zones (including night and day).
				Understand the difference between the Northern and Southern hemisphere.		
	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Human &amp; Physical Geography</b>	Identify seasonal and daily weather patterns in the United Kingdom.	Identify seasonal and daily weather patterns in the United Kingdom.	Ask and answer geographical questions about the physical and human characteristics of a location	Ask and answer geographical questions about the physical and human characteristics of a location	Begin to identify and describe how the physical features affect the human activity within a location	identify and describe how the physical features affect the human activity within a location?  understand how some of these aspects have changed over time?
	Identify the human and physical features of the two localities studied. <b>West Melton, London, Kenya</b>	Identify the human and physical features of the two localities studied using geographical language (see vocabulary) <b>West Melton, London, Kenya</b>	Describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country <b>Italy, Rome, Norway</b>	Describe key aspects of physical geography, including rivers, volcanoes, earthquakes and the water cycle	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, volcanoes and earthquakes, and the water cycle	identify and describe the main human and physical characteristics South America <b>South America-Brazil</b>
			Children can identify and make links between polar, tropical and temperate climatic zones using maps, atlases and globes, to show understanding.	describe key aspects of human geography including settlements and land use?	describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural materials	describe and understand key aspects of 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?
			Children will be able to use appropriate geographical language to explain links and connections between climatic zones, vegetation belts (an area characterised by certain plants due to climatic conditions) biomes (desserts, savannah, woodland, grasslands, tundra), with a focus on	Children can identify and make links between polar, tropical and temperate climatic zones using maps, atlases and globes, to show understanding.	Identify human and physical characteristics and understand how some of these aspects have changed over time?	explain how countries and geographical regions are interconnected and interdependent?

			environment, climate, plants and animals.			
				Children will be able to use appropriate geographical language to explain links and connections between climatic zones, vegetation belts (an area characterised by certain plants due to climatic conditions) biomes (desserts, savannah, woodland, grasslands, tundra), with a focus on environment, climate, plants and animals.	Children will be able to use appropriate geographical language to explain links and connections between climatic zones, vegetation belts (an area characterised by certain plants due to climatic conditions) biomes (desserts, savannah, woodland, grasslands, tundra), with a focus on environment, climate, plants and animals.	
	KS1		LKS2		UKS2	
	<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>Geographical Skills and Fieldwork</b>	use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities	use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied	use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied	use maps, atlases and digital/computer mapping to locate countries and describe features	use maps, atlases and digital/computer mapping to locate countries and describe features	use maps, atlases and digital/computer mapping to locate countries and describe features
	use aerial images to recognise landmarks and basic physical features	learn and use the four points of a compass to describe the location of features on a map  use locational and directional language such as: near, far, left, right to describe the location of features on a map	use locational and directional language such as: near, far, left, right to describe the location of features on a map	use locational and directional language such as: near, far, left, right to describe the location of features on a map	use a few geographical resources to give descriptions and opinions of the characteristic features of a location?	use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location record the results in a range of ways
	use simple fieldwork to observe, measure and record the human and physical features in the local area	use fieldwork to observe, measure and record the human and physical features in the local area	use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies	use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies	talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map)	analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map)
	use a simple key to recognise physical or human features on a map	use aerial images and plan perspectives to recognise landmarks and basic physical features	use a wider range of resources to identify the key physical and human features of a location	use a range of resources to identify the key physical and human features of a location	use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area	use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area

	create a simple map of my local environment	devise a simple map, and use and construct basic symbols in a key	use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world	use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world	Can I use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world	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 my knowledge of the United Kingdom and the wider world
		use simple grid references? (A1, B1)	create maps of locations identifying some features using a key	Can I create maps of locations identifying some features using a key	Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land	create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land
	KS1		LKS2		UKS2	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>What is being taught and When</b>	<p>Cycle 1 -Non European Country- Kenya -What impact do humans have on the environment?</p> <p>Cycle 2 -Indonesia/Artic -UK Countries &amp; London -Coastal Study</p>	<p>Cycle 1 -Non European Country- Kenya -What impact do humans have on the environment?</p> <p>Cycle 2 -Indonesia/Artic -UK Countries &amp; London -Coastal Study</p>	<p>Cycle 1 -European Country- Italy &amp; Natural Disasters -Anglo Saxons and Vikings- Norway</p> <p>Cycle 2 Ancient Egypt Major UK Cities-Sheffield Our Wonderful World- Climates and Biomes</p> <p>Cycle 3- European City- Rome Ancient Greece</p>	<p>Cycle 1 -European Country- Italy &amp; Natural Disasters -Anglo Saxons and Vikings- Norway</p> <p>Cycle 2 Ancient Egypt Major UK Cities-Sheffield Our Wonderful World- Climates and Biomes</p> <p>Cycle 3- European City- Rome Ancient Greece</p>	<p>Cycle 1 -European Country- Italy &amp; Natural Disasters -Anglo Saxons and Vikings- Norway</p> <p>Cycle 2 Ancient Egypt Major UK Cities-Sheffield Our Wonderful World- Climates and Biomes</p> <p>Cycle 3- European City- Rome Ancient Greece</p>	<p><b>Britain and European Countries linked to the Battle of Britain.</b></p> <p>Rainforest</p> <p><b>Energy and Sustainability</b></p> <p>Mountains, Rivers and hills</p>

## Definitions

<b>Climate</b>	<b>Climate</b> is the average measurements of temperature, wind, humidity, snow, and rain in a place over the course of years. <b>Climate</b> is like the weather, but over a long time.
<b>Climatic zones</b>	The temperate <b>climate zone</b> , that's where! The word <b>climate</b> means the <b>weather</b> conditions of an area over a long period of time
<b>Biomes</b>	A <b>biome</b> is a large region of Earth that has a certain climate and certain types of living things. Major <b>biomes</b> include tundra, forests, grasslands, and deserts.
<b>Vegetation Belt</b>	<b>Vegetation</b> means the <b>plant</b> life of a region or the <b>plant</b> community. It <b>means</b> all ground cover by <b>plants</b>

## Key Concepts

Geography will be taught through the following key concepts place, space, scale, interdependence, Human & Physical Geography, Sustainability and Diversity

### Definitions

Key Concepts	Definition
<b>Place</b>	Every place has unique physical and human characteristics, which can be interpreted and represented in different ways. Pupils have mental images of places – the world, the country in which they live, their neighbourhood – which form their ‘geographical imaginations’. They should recognise that there are many different perceptions of places, some of which may conflict with their own. When investigating a place, pupils should consider where it is, what it is like, how it became like this and how it might change. Their enquiries should be based on real places.
<b>Space</b>	Pupils should develop spatial understanding, including how the locations of human and physical features are influenced by each other and often interact across space. Spatial patterns, distributions and networks can be described, analysed and often explained by reference to social, economic, environmental and political processes. As part of their geographical enquiries, pupils should identify these processes and assess their impact.
<b>Scale</b>	Scale influences the way we think about what we see or experience. Any geographical enquiry benefits from being viewed from a range of scales to develop an understanding of how these scales are interconnected.
<b>Interdependence</b>	Pupils should understand how human action in one place has consequences somewhere else, for example when deforestation causes flooding, or the enlargement of the European Union causes large-scale migration.
<b>Human &amp; Physical Geography</b>	These processes cause change and development in places and can be used to explain patterns and distributions. Understanding these processes helps pupils to imagine alternative futures for places and for the people who live and work in them.
<b>Sustainability</b>	Understanding the dynamic interrelationship between the physical and human worlds involves appreciating the possible tensions between economic prosperity, social fairness (who gets what, where and why), and environmental quality (conserving resources and landscapes and preventing environmental damage). The interaction of these factors provides the basis for geographical study of the environment and understanding of sustainable development.
<b>Diversity</b>	Considering how people and places are represented in different ways involves questions such as: Who am I? Where do I come from? Who is my family? Who are the people around me? Where do they come from? What is our story? This contributes to pupils’ understanding of diversity and social cohesion.

Please see coverage below.

Area of Learning	Key Concepts						
	Place	Space	Scale	Interdependence	Physical and Human Features	Sustainability	Diversity
Non- European Country- Kenya							
Human impact on Oceans/Countryside							
UK Countries							
Coastal Study							
European Country- Italy							

Area of Learning	Place	Space	Scale	Interdependence	Physical and Human Features	Sustainability	Diversity
Major UK cities- Sheffield							
Egypt							
Climates and Biomes							
Greece							
Britain & Europe							
Rainforest							
Energy and Sustainability- Mountains, rivers and hills.							