Geography Progression Overview

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** |  |  | **Animals around the world*** Identify seasonal weather patterns in the UK (on going)
* Find the UK on a world map/globe
* Name the four countries that make up the UK
* Name the seven continents and five seas
* Know about the equator
* Know about the North and South pole.
* Locate warm and cold places on the globe.
 | **Journeys*** Use locational and directional language
* Know the difference between a human and physical feature.
* Describe the location of features and routes on a map.
* Identify the difference between physical and human features (farm, house, shop, forest, hill)
* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
* Use and construct basic symbols in a key.
* Devise a simple map.
 | **Castles – UK*** Name, locate 4 countries and capital cities in the UK.
* Identify castles in each city.
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| **Year 2** | **World explorers*** Name and locate continents, oceans and equator.
* Use an atlas, globe and map to identify then label countries visited by explorers.
* Draw an explorer's route using directions (NSEW, left, right, near, far)
* Identify cold areas of the world in relation to the North and South poles.
* Use basic geographical vocabulary to refer to key physical and human features.
 | **Great fire of London*** Label a map of London
* Label map of UK with countries and capital cities.
 | **Me and my world*** Label a map of Bradford with its landmarks.
* Locate landmarks on Bradford field trip (city, factory, office, shop, cinema, theatre, mill, museum)
 | **Near and far*** Create a Karachi fact file showing human and physical geography.
* Label a map of Europe and Asia.
* Compare the geography of Bradford with Karachi
 |  | **Flamborough*** Name and locate countries and capital cities of UK.
* Identify human and physical features associated with the seaside (beach, cliff, coast, harbour, lighthouse, sea).
* Use aerial photographs to identify features.
* Compare Heaton and Flamborough.
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| **Year 3** | **Berries and Seeds – Local map skills*** Use aerial photos and maps to describe features of location (area around school)
* Use basic symbols a key.
* Use 8 points of a compass and 4 figure grid references.
 | **Iron Man – World map skills*** Describe a coastline and cliff.
* Locate countries and cities on a map using an atlas as a guide.
* Locate coastlines and cliffs on a map.
* Locate countries that are near the sea.
* Describe climate using temperature and precipitation.
 |  | **Rivers and settlements (Egypt and Indus region)*** Label map of Egypt
* Describe climate in Egypt
* Describe the importance of the river Nile (trade links and distribution of natural resources)
* Label map of Pakistan and India
* Describe importance on Indus river
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| **Year 4** | **Local study - Saltaire*** Name and locate places/cities on a map (Bradford, Saltaire)
* Identify features (physical and human – settlement, economic, trade, distribution of resources)
* Observe a local area
* Create field sketches
* Map a route taken using photos of places
 |  |  |  | **People Equal – Comparison of Heaton and Ilkley*** Know the difference between the British Isles, Great Britain and United Kingdom.
* Name and locate some of the main islands that surround the UK (Great Britain, Ireland, Isle of Wight).
* Find at least 6 cities on a UK map.
* Locate Yorkshire on a UK map.
* Locate Leeds, Bradford, Saltaire, Heaton and Ilkley on a map of Yorkshire.
* Plan a journey from Heaton to Ilkley on a map of Yorkshire.
* Identify human and physical features on an aerial photograph.
* Find the percentage of land use by counting squares in a 100 grid.
* Measure and record the land usage for human and physical features.
* Observe human and physical features on a field trip.
* Describe the human and physical features of Ilkley and Heaton.
* Explain why someone would want to live in Ilkley and Heaton.
* Compare Ilkley and Heaton.
 | **Roman impact (UK and Europe)*** Label the names of 14 countries located in Europe.
* Identify the land and sea. Mark in Britain and Italy.
* Draw a border around the countries that make up the EU.
* Identify countries which were part of the Roman empire.
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| **Year 5** | **Natural disasters*** Describe the layers of the Earth.
* Explain what a volcano is.
* Identify latitude, longitude, hemispheres, tropics, circles.
* Locate volcanoes and earthquake zones, focusing on Pacific ring of fire and North America, compare Los Angeles to Bradford
* Describe key aspects of a volcano.
* Describe key features of an earthquake.
 |  |  |  | **Local map work - Bramhope*** UK map work and compass points
* Describe physical features
* Plot a route and locate features
 | Spain* Locate Europe and Spain.
* Locate surrounding countries, continents and major cities.
* Locate the rivers and mountains in Spain.
* Describe the features of the river.
* Label the journey of a river using geographical vocabulary.
* Discuss Spain and what it is famous for.
* Know that land can be used in different ways.
* Describe land use and locations of different types of land use in Spain.
* Discuss and explore the major cities of Spain and their characteristics.
* Explore climate, tourism and what is created in Spain.
* Identify similarities and differences between Bradford and an area of Spain.
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| **Year 6** | **UK study - Whitby*** Label map of UK with countries and major cities.
* Use eight points of a compass to plot a route from Bradford to Whitby
* Observe and take notes on field trip to Whitby.
* Identify and describe physical and human features of Whitby (coast, river, hills.
 | **WW1*** Map of Europe and how change before and after WW1.
* WW1 map work on British Empire
 |  |  | **Refugees – Africa*** Locate Eritrea.
* Describe human and physical features of Eritrea.
* Plot a route through Africa, labeling countries.
* Describe a desert biome including climate, plants and animals.
* Compare the geography of Eritrea and the UK
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