



Hutton Rudby Primary School

Geography Progression Statements

Geography Intent Statement:

It is the intention of Hutton Rudby Primary School to provide a geography curriculum which stimulates interest and provokes curiosity with all our children across school. We aim to equip children with the knowledge and understanding to explore the world in which we live. We intend to do this by:

- Enabling the development of geographical skills through the study of places, people and natural environments.
- Developing transferrable skills which are used in other areas of the curriculum, such as history, PSHCE and science.
- Promoting investigatory and enquiry-based skills to explore the geography that surrounds us.
- Making associations between aspects of human and physical geography and encouraging children to explore these areas within their own locality and the wider world.
- Providing opportunities for all children to learn and investigate the physical processes involved in the creation of landscapes and environments.
- Actively encouraging children to explore their immediate surroundings, develop their fieldwork skills and create a sense of intrigue.

EYFS Understanding The World Statements

The Natural World

Children at the expected level of development will:






- Explore the natural world around them, making observations and drawing pictures of animals and plants
- 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 and changing states of matter.

People, Culture and Communities






Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- 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.






Y1 Geography Progression Statements

Locational Knowledge 	<p>To be able to:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents Name and locate the world's five oceans
Place Knowledge 	<p>To be able to:</p> <ul style="list-style-type: none"> Identify the similarities and differences in the human and physical geography of a small area of the UK (in our locality) to a small area in a contrasting non-European country (for example China) Compare a UK river (for example the river Leven) to a river in a non-European country
Human Geography 	<p>To be able to:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features e.g. city, town, village, house, office, shop in a geographical context (linked to the journey of the River Leven) To identify human features within a contrasting locality
Physical Geography 	<p>To be able to:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) To identify the physical features within a contrasting locality
Geographical skill and fieldwork 	<p>To be able to:</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify other countries and continents studied (e.g. China) Begin to use simple compass directions (North, South, East and West) Devise a simple map of an area in our locality Investigate the local area and describe what can be found (river walk).






Y2 Geography Progression Statements

<p>Locational Knowledge</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> • Know which continent they come from in the context of their study of the UK • Name and locate the four countries and capital cities of the UK and its surrounding seas • Identify characteristics of the four countries and capital cities of the UK
<p>Place Knowledge</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> • Identify the similarities and differences in the human and physical geography of a small area of the UK (in our locality) to a small area in a contrasting non-European country (for example Africa)
<p>Human Geography</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> • Develop knowledge of the human and physical geography of a small area of the UK • Use basic geographical vocabulary to describe human features (city, town, village, factory, farm, house, office, port, harbor, shop)
<p>Physical Geography</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> • Identify the location of hot and cold areas of the world in relation to the equator • Identify seasonal and daily weather patterns in the UK and the world.
<p>Geographical skill and fieldwork</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK, its countries and seas as well as its location in Europe • Use aerial photographs and plan perspectives to recognise landmarks and basic human features • Use locational and directional language to describe the location of features and routes on a map • Use simple fieldwork and observational skills to study the geography of their school and its grounds • Devise a simple map with basic symbols and keys in the context of the local area • Investigate an environmental issue relating to the local area



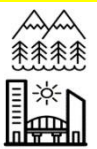


Y3 Geography Progression Statements

Locational Knowledge 	<p>To be able to:</p> <ul style="list-style-type: none"> • Identify the location and significance of the Equator and the Northern and Southern hemisphere (for example in the context of a rainforest study) • Locate and name the main counties and cities in the UK • Name the geographical regions of the UK • Locate the world's countries with a focus on fault lines and the context of rainforests. • Locate key geographical features on a map (for example volcanos) • Explore change over time (for example location and impact of volcanos and earthquakes) • Identify time zones on a map
Place Knowledge 	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and another region of the world in the context of fault lines. • Understand that climate and vegetation are connected in an example of a biome, such as the tropical rainforest.
Human Geography 	<p>To be able to:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of human geography, including types of settlement and land use (River Tees) • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. • Describe the distribution and use of natural resources in the context of a rainforest study. • Identify how and why land use in the local area has changed over time • Can describe different types of industry currently in the local area
Physical Geography 	<p>To be able to:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of geography including climate zones, biomes and vegetation belts. • Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle.
Map Work 	<p>To be able to:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied • Understand why mapping symbols and keys are used • Use four figure grid references, mapping symbols and keys (for example when studying and mapping capital cities) • Sketch a map (for example of a country with rainforests) • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods (for example alongside a local history study)






Y4 Geography Progression Statements

<p>Locational Knowledge</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> locate the world's countries, focusing on Europe and North and South America identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere Identify the significance of the Arctic and Antarctic circle and how these have changed over time (for example in the context of climate change)
<p>Place Knowledge</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> Identify, describe and explain in detail how and why places are similar to/ different from other places in the same country or elsewhere in the world.
<p>Human Geography</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> Describe the distribution and use of natural resources in the context of climate change. Describe some key human characteristics of Europe and North and South America Know the journey of how one product gets into their home in detail (fossil fuel) Can describe renewable and non-renewable energy sources Know where some of our main natural resources come from Understand how a region has changed and understand geographical similarities and differences through the study of human geography of the UK, a region in a European country and a region within North or South America.
<p>Physical Geography</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> Identify key topographical features (including hills, mountains, coasts and rivers) Describe some key physical characteristics of Europe and North and South America Understand how a region has changed and understand geographical similarities and differences through the study of physical geography of the UK, a region in a European country and a region within North or South America.
<p>Geographical skill and fieldwork</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied Use four figure grid references, mapping symbols and keys (for example when mapping an area effected by climate change) Make a scaled plan (for example of a famous ski resort) Begin to recognise symbols on an OS map Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods (for example when looking at the water cycle and climate change)

Y5 Geography Progression Statements

Locational Knowledge 	<p>To be able to:</p> <ul style="list-style-type: none"> • Identify the location and significance of the Arctic and Antarctic • Locate and describe some physical environments in the UK, coastal environments, the UK's significant rivers and mountains • Locate the world's countries using maps (for example Japan) • Explore the Prime/Greenwich Meridian and time zones including day and night
Place Knowledge 	<p>To be able to:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and another region of the world in the context of Japan.
Human Geography 	<p>To be able to:</p> <ul style="list-style-type: none"> • Describe key physical processes and the resulting landscape features, such as understanding the characteristics of a mountain range and how it was formed. • To know what life is like in cities and villages in the context of a study of Japan • Describe and understand distribution of natural resources including food (for example how do we get food from the ocean and what effect does this have)
Physical Geography 	<p>To be able to:</p> <ul style="list-style-type: none"> • Describe and understand the key aspects of biomes (for example in the context of the blue planet and a Japan study) • Draw a map which contains the vegetation belts, climate zones, famous mountains and rivers.
Geographical skill and fieldwork 	<p>To be able to:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied (including using the correct type of map for the information needed) • Use the eight points of a compass • Use six figure grid references, mapping symbols and keys • Use and recognise OS map symbols • Compare maps with aerial photographs (for example of Japan) • Measure straight line distance on a plan • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods (for example in the context of the blue planet study)

Y6 Geography Progression Statements

<p>Locational Knowledge</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> • Locate the countries in Europe on a map • Locate European capital cities on a map and identify human and physical characteristics (for example rivers) • Locate large UK cities on a map and identify human and physical characteristics (for example rivers) • Identify key topographical features (including hills, mountains, coasts and rivers) of the UK
<p>Place Knowledge</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> • Describe types of settlements in modern Britain: villages, towns, cities.
<p>Human Geography</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> • Recognise counties, cities in the UK and their human features • Compare the human geography in Europe and how it has changed over time (for example pre and post WW1 and WW2)
<p>Physical Geography</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> • Recognise counties, cities in the UK and recognise the physical features therein.
<p>Geographical skill and fieldwork</p> 	<p>To be able to:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied • Use six figure grid references, mapping symbols and keys • Use and recognise OS map symbols to build knowledge of the UK and the wider world.