

RA Butler Academy Schools

Geography Curriculum Progression

By the end of year 6 children at RAB should demonstrate the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated
- An extensive base of geographical knowledge and vocabulary
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques
- The ability to reach clear conclusions and develop a reasoned argument to explain findings
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

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	EYFS	KS1		KS2			
	UW	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and enquiry	<p>Teacher led enquiries: ask and respond to simple closed questions.</p> <p>Make observations about where things are <i>e.g. within school or familiar places – home, the park, etc</i></p> <p>Use information books/pictures as sources of information.</p> <p>Draw picture maps of imaginary places and from stories. Use own symbols.</p> <p>Follow directions <i>e.g. up, down, sideways, left/right, and forwards/backwards</i></p>	<p>Teacher led enquiries: ask and respond to simple closed questions.</p> <p>Make observations about where things are <i>e.g. within school or the local area.</i></p> <p>Use information books/pictures as sources of information.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Draw picture maps of imaginary places and from stories. Use own symbols.</p> <p>Use a simple picture map to move around the school.</p> <p>Follow directions <i>e.g. up, down, left/right, and forwards/backwards</i></p>	<p>Children encourage to ask simple geographical questions: <i>Where is it? What's it like? What do people do in this place?</i></p> <p>Use non-fiction books, stories, maps, pictures, photos and the internet as sources of information.</p> <p>Make appropriate observations about why things happen in the school grounds or the local area.</p> <p>Make simple comparisons between features of different places.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references <i>e.g. A1, B3</i></p> <p>Use simple compass directions (North, South, East and West) and locational and directional language <i>e.g. near and far; left and right</i>, to describe the location of features and routes on a map.</p>	<p>Begin to ask/initiate geographical questions</p> <p>Use non-fiction books, stories, atlases, pictures/photos and the internet as sources of information.</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions <i>e.g. make comparisons between two locations using photos/pictures, temperatures in different locations</i></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the 4 points of a compass, 2 figure grid references (maths co-ordinates), to build their knowledge of the United Kingdom and the wider world</p> <p>Try to make a map of a short route experienced, with features in the correct order.</p>	<p>Ask and respond to questions and offer their own ideas</p> <p>Use satellite images & aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some support</p> <p>Analyse evidence and draw conclusions <i>e.g. make comparisons between locations using pictures, photos & maps</i></p> <p>Learn the eight points of a compass & four-figure grid references.</p> <p>Use letter/number co-ordinates to locate features on a map confidently.</p> <p>Make a simple scale drawing.</p> <p>Use some basic symbols and key (including the use of a simplified Ordnance Survey maps)</p> <p>Follow a route on a large scale map.</p> <p>Use maps, atlases, globes and digital/computer</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations</p> <p>Investigate places with more emphasis on the larger scale: contrasting different places</p> <p>Analyse evidence and draw conclusions <i>e.g. compare historical maps or compare temperatures of various locations</i></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations</p> <p>Investigate places with more emphasis on the larger scale: contrasting and different places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions <i>e.g. from filed work data on land use comparing land use vs temperature; look at patterns & explain reasons</i></p> <p>Use maps, atlases, globes and digital/computer 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</p>

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					mapping (Google Earth) to locate countries and describe features studied	range of methods, including sketch maps, plans and graphs, and digital technologies.	range of methods, including sketch maps, plans and graphs, and digital technologies.
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	EYFS	KS1		KS2			
	UW	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Name the road, place and country they live in	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	<p>Name and locate the world's seven continents and five oceans.</p> <p>Understand that a world map shows all the countries of the world.</p> <p>Identify the UK and countries where members of the class come from.</p>	<p>Locate the main countries of Europe inc. Russia.</p> <p>Identify capital cities of Europe.</p> <p>Identify longest rivers in the world, largest deserts, and highest mountains. Compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>Locate places on a large scale map <i>e.g. Find the UK on a globe.</i></p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Name and locate the Arctic, Antarctic and date time zones. Describe some of the features of these geographical areas.</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science,</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>

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Place Knowledge	Understand geographical similarities and differences through comparing familiar places, eg home and a relative's home or a holiday location	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.	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 concentrating on islands and sea-sides. Identify land use around the school.	Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level. Link with Science, rocks.	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. Describe how the locality of the school has changed over time.	Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).	Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.

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Human & Physical Geography	<p>Talk about the similarities and differences in the weather from day to day or in different familiar places.</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including: woods, hill, field, plants Key human features, including: house, road, village, town</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to: *Key physical features, including: <i>forest, hill, mountain, soil, valley, vegetation.</i> *Key human features, including: <i>city, town, village, factory, farm, house, office.</i></p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: *key physical features, including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> *key human features, including: <i>city, town, village, factory, farm, house, office, port, harbour and shop</i></p>	<p>Describe and understand key aspects of: <u>*Physical geography</u> including rivers and the water cycle, excluding transpiration, brief introduction to volcanoes and earthquakes linking to Science e.g. rock types. <u>*Human geography</u> including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p>Use fieldwork to observe 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>Describe and understand key aspects of: <u>*Physical geography</u> including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes & earthquakes. <u>*Human geography</u> including: types of settlements in modern Britain e.g. villages, towns, cities.</p>	<p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)</p>