

# **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	Teacher led enquiries: ask and respond to simple closed questions.	Teacher led enquiries: ask and respond to simple closed questions.	Children encourage to ask simple geographical questions: <i>Where is it? What's it like? What do people do in this place?</i>	Begin to ask/initiate geographical questions	Ask and respond to questions and offer their own ideas	Begin to suggest questions for investigating	Suggest questions for investigating
	<p>Make observations about where things are <i>e.g. within school or familiar places – home, the park, etc</i></p> <p>Explore the natural world around us.</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>To draw information from simple maps</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>Make appropriate observations about why things happen in the school grounds or the local area.</p> <p>Use non-fiction books, stories, maps, pictures, photos and the internet as sources of information.</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied in KS1.</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>Begin to collect and record evidence</p> <p>Use non-fiction books, stories, atlases, pictures/photos and the internet as sources of information.</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>Try to make a map of a short route experienced, with features in the correct order.</p>	<p>Collect and record evidence with some support</p> <p>Use satellite images &amp; aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Analyse evidence and draw conclusions <i>e.g. make comparisons between locations using pictures, photos &amp; maps</i></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use letter/number co-ordinates to locate features on a map confidently.</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 fieldwork to observe, measure 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>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 field work data</i></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure 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>

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	Follow directions <i>e.g. up, down, sideways, left/right, and forwards/backwards</i>	Follow directions <i>e.g. up, down, left/right, and forwards/backwards</i>	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.	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	Use some basic symbols and key (including the use of a simplified Ordnance Survey maps) Learn the eight points of a compass & four-figure grid references.  Follow a route on a large scale map.	range of methods, including sketch maps, plans and graphs, and digital technologies.  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.  Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.	Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.
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	EYFS	KS1		KS2			
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Locational Knowledge	<p>Name the road, place and country they live in</p> <p>Recognise environments that are different to that in which I live.</p> <p>Describe my immediate environment.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<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 in North or South America. Locate and name principal cities</p> <p>Locate and name the main counties and cities in England.</p>	<p>Locate places on a large scale map <i>e.g. Find the UK on a globe.</i></p> <p>Name and locate the Arctic, Antarctic and date time zones. Describe some of the features of these geographical areas.</p> <p>Identify longest rivers in the world, largest deserts, and highest mountains. Compare with UK.</p> <p>Identify the countries and capital cities of Europe.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Compare 2 different regions in UK rural/urban in relation to land use..</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>	<p>On a world map locate the main countries associated with tectonic activity (Pacific rim) and natural disasters associated with volcanoes and earthquakes. Identify their key physical and human characteristics, and major cities.</p>

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<b>Place Knowledge</b>	<p>Understand geographical similarities and differences through comparing familiar places, eg home and a relative's home or a holiday location</p> <p>To explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and maps</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a (rural) small area of the United Kingdom, and of a (city) in the United Kingdom.</p>	<p>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.</p> <p>Identify land use around the school.</p>	<p>Compare a region of the UK with a region in North America.</p> <p>Describe how the locality of the school has changed over time</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>	<p>Compare regions worldwide in relation to climate zones and biomes focussing on significant differences and similarities.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link to Fairtrade.</p> <p>Understand some of the reasons for similarities and differences.</p>

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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>Explain similarities and differences between the natural world and contrasting environments.</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 linking to Science e.g. rock types and features comparison between East Anglia and Florida. <u>*Human geography.</u> Including human features comparison between East Anglia and Florida.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there? (Link to Anglo-Saxon and Viking history.)</p>	<p>Describe and understand key aspects of: <u>*Physical geography</u> including rivers, mountains, the water cycle including transpiration. <u>*Human geography</u> including: tourism in UK and Europe.</p>	<p>Describe and understand key aspects of : Physical geography including coasts, climate zones, biomes and vegetation belts.</p> <p>Distribution of natural resources focussing on energy and land use.</p> <p>Human geography: including UK industry (links to land use)</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>Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade).</p>