



Clapham and Patching CofE Primary School Geography Progression Document

Year R, 1 and 2 - Cycle A				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Autumn 1: What can Beegu see as her spaceship lands?		<ul style="list-style-type: none"> Develop an understanding of their local area 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features (could include beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) Key human features (could include city, town, village, factory, farm, house, office, port, harbour and shop) 	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding area Devise a simple map Use plan perspectives Use and construct basic symbols in a key
	Suggested Activities: <ul style="list-style-type: none"> Link to topic - dinosaurs on the loose! Navigating the garden to find all the dinosaurs Mapping out dinosaur journey around the school (footprints have been left behind) What did the Beegu like most? Refer to the physical and human features (e.g. some loved the vegetation in the garden, others seemed to want to explore the nearby shops!) Creating their own basic symbols to add to map for dinosaurs 			
Spring 2: Compare our home to homes and schools in The Gambia.	<ul style="list-style-type: none"> Understand how some places are linked to other places (e.g. roads, trains) Name their local city 	<ul style="list-style-type: none"> Develop an understanding of the city they live in; understand their locality fits within a larger defined area 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features (e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) Key human features (e.g. city, town, village, factory, farm, house, office, port, harbour and shop) 	<ul style="list-style-type: none"> Use aerial photographs to recognise landmarks and basic human and physical features Use locational language to describe location of features on a map (near/far) Use directional language to describe language (left/right) to describe features on a map Use and construct basic symbols in a key
	Suggested Activities: <ul style="list-style-type: none"> Begin with aerial photographs of our school Use language to describe - fill in the blanks (True or False statements -- How do we define near/far? (a very small intro to scale) Physical/human feature hunt using aerial photographs! Bingo game? Some sort of game? 			
Summer 2: Is the weather good for a holiday in Littlehampton?			<ul style="list-style-type: none"> Identify daily weather patterns in the UK Identify seasonal weather patterns in the UK 	<ul style="list-style-type: none"> Use observational skills to study the geography of their environment Use and construct basic symbols in a key
	Suggested Activities: <ul style="list-style-type: none"> LINK TO SCIENCE TOPIC Measuring weather - throughout year A focus on one day of weather (maybe for a week)- How does weather change through the day? Recording in a pictograph or some other type of graph - link this to symbol making Introduce Venn Diagrams - comparing weather in Autumn and Summer or Spring and Winter - they could sort the symbols they made Choosing outfits - good idea or bad idea? Match up outfits to seasons 			



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Year R, 1 and 2 - Cycle B				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Spring 1: Where is London?	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas (<i>could be broken into multiple LOs</i>) 	<ul style="list-style-type: none"> Understand how the city they live in fits within wider defined areas (England United Kingdom) 		<ul style="list-style-type: none"> Use simple compass directions (N,S,E,W) Use world maps to identify the UK and its countries
	Suggested Activities: <ul style="list-style-type: none"> Label maps of UK - discuss meaning of 'United' Use compass directions, locational and directional language to specify location - language in a pot and countries in another - choose one of each and write a sentence (e.g. NEAR and ENGLAND) - England is near Wales. Compare four countries of the UK - clue breaking? E.g. this country is surrounded by water. This country is the largest of all four. This country borders another in the UK. Etc. Locate capital cities of each one - a lesson on each? Identifying languages spoken, National flag and symbol 			
Autumn 2: Where will my Wellies take me	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> Understand geographical similarities and differences (in relation to weather) 	<ul style="list-style-type: none"> Locate the Equator Locate the North and South Poles Locate hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the seven continents and five oceans
	Suggested Activities: <ul style="list-style-type: none"> Labelling a world map - comparing how a globe, atlas and map can show this differently - what makes them the same? What makes them different? Colouring in a weather map - then T/F about the patterns Examine key patterns around weather and Equator - what do we notice? Holiday planning! Which continent should we visit if we want hot sunny days? Cooler weather? Etc. Comparing two continents and their weather - Venn Diagrams 			
Summer 2: My garden your garden?		<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features (e.g. beach, cliff, coast, forest, sea, river, weather, vegetation etc.) Key human features (e.g. city, factory, farm, office, shop, etc.) 	<ul style="list-style-type: none"> Use aerial photographs to recognise landmarks and basic human and physical features Use simple fieldwork to study the key human and physical features of their surrounding area



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Year R, 1 and 2 – Cycle C				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Autumn 2: Barnaby Bear BBC Class clips) discovers Clapham and Patching.		<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features (e.g. beach, cliff, coast, forest, sea, river, weather, vegetation etc.) Key human features (e.g. city, factory, farm, office, shop, etc.) 	<ul style="list-style-type: none"> Use aerial photographs to recognise landmarks and basic human and physical features Use simple fieldwork to study the key human and physical features of their surrounding area
	Suggested Activities: <ul style="list-style-type: none"> Revision of human and physical features – sort them – or matching (some pictorial, some description and then the answer) Charades of the features (a starter?) Odd one out – pictures of Jamaica and Streatham – they use their own geographical reasoning to describe which is the odd one out (multiple answers could be correct! - shows depth) Key feature hunt – go on walk around the local area with a map of area and a list of key physical and human features – which can we see? (fieldwork) Use aerial photographs again to do the same for Jamaica – do we see the same ones? 			
Spring 2: Naughty bus	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas (<i>could be broken into multiple LOs</i>) 	<ul style="list-style-type: none"> Understand how the city they live in fits within wider defined areas (England United Kingdom) 		<ul style="list-style-type: none"> Use simple compass directions (N,S,E,W) Use world maps to identify the UK and its countries
	Suggested Activities: <ul style="list-style-type: none"> Label maps of UK - discuss meaning of 'United' Use compass directions, locational and directional language to specify location - language in a pot and countries in another - choose one of each and write a sentence (e.g. NEAR and ENGLAND) - England is near Wales. Compare four countries of the UK -clue breaking? E.g. this country is surrounded by water. This country is the largest of all four. This country borders another in the UK. Etc. Locate capital cities of each one - a lesson on each? Identifying languages spoken, National flag and symbol 			
Summer 2: Pirates adventures	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> Understand geographical similarities and differences (in relation to weather) 	<ul style="list-style-type: none"> Locate the Equator Locate the North and South Poles <ul style="list-style-type: none"> Locate hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the seven continents and five oceans



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Suggested Activities:

- Labelling a world map - comparing how a globe, atlas and map can show this differently - what makes them the same? What makes them different?
- Colouring in a weather map - then T/F about the patterns
- Examine key patterns around weather and Equator - what do we notice?
- Holiday planning! Which continent should we visit if we want hot sunny days? Cooler weather? Etc.
- Comparing two continents and their weather - Venn Diagrams



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Year 3 and 4 - Cycle A				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Autumn 2: What do lines of longitude and latitude tell us?	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian Interpret time zones (including day and night) 	<ul style="list-style-type: none"> Know about the wider context of places 		<ul style="list-style-type: none"> Use maps and atlases to locate countries (coordinates)
	Suggested Activities: <ul style="list-style-type: none"> Hemisphere lesson - t/f lesson Break down lines of longitude and latitude: latitude first then longitude Finding countries along lines of longitude Then combining - Dave is lost! Can we identify his exact location using coordinates? Time Zone Map - Questions to answer 			
Spring 2: People have settled around rivers since ancient times; are all rivers the same?	<ul style="list-style-type: none"> Locate the world's countries 		<ul style="list-style-type: none"> Describe and understand the key aspects of: <ul style="list-style-type: none"> rivers the water cycle 	<ul style="list-style-type: none"> Use maps to locate countries and describe features studied Use fieldwork to observe, measure, record and present human and physical features in the local area using graphs
	Suggested Activities: <ul style="list-style-type: none"> Features of a river Where do we find rivers? Comparing rivers - Venn Diagrams Trip to the Thames - physical and human feature hunt How are rivers used? 			
Summer 2: How would you describe the physical geography of your utopia?	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Locate the world's countries, using maps, concentrating on their environmental regions 	<ul style="list-style-type: none"> Know about the wider context of places <ul style="list-style-type: none"> Comparing places of biomes 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> Climate zones, biomes and vegetation belts 	<ul style="list-style-type: none"> Use maps and atlases to locate countries and describe features studied
	Suggested Activities: <ul style="list-style-type: none"> Labelling biomes and match up photographs of each - a range of words to then be matched up (e.g. dry, grassy, cold) - only one can be matched with each - can they match up? Build on locational knowledge- always/sometimes/never statements about the biomes in relation to locational knowledge (e.g. The grassland biome is in the Northern Hemisphere, etc.) Lesson into the features of each biome - overview and then Venn Diagrams to compare? Could compare three this way for challenge Introduce climate zone map and compare to biome map - T/F statements to complete. Extend by writing their own T/F statements where you have given answer (write a statement that is true/false) A biome off! Randomly select two biomes and chn debate about which one is better to live in - complete a few comparisons into book Big Answer - one paragraph saying what features the utopia would include, one detailing what features it wouldn't have - ensure answer is linked to key learning 			



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Year 3 and 4 - Cycle B				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Spring 2: Ordnance Survey Maps; are they still relevant?				<ul style="list-style-type: none"> · To use the eight points of compass · To use four and six-figure grid references · To read symbols and key · To use Ordnance Survey maps
	Suggested Activities: <ul style="list-style-type: none"> • Break down the grid references into a couple lessons • Symbol lesson • Navigate Brockwell Park using compasses and OS Map • Final lesson - debate - are they still relevant for navigating? 			
Summer 2: What do cities near rivers have in common?	<ul style="list-style-type: none"> · Locate the world's countries, using maps to find Europe concentrating on their key physical and human characteristics · Understand how some of these aspects have changed over time 	<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 (London) and a region in a European country 	<ul style="list-style-type: none"> · Describe and understand the key aspects of: <ul style="list-style-type: none"> o Human - types of settlement and land use, natural resources o Physical - rivers 	<ul style="list-style-type: none"> · Use maps, atlases to locate countries and describe features studied
	Suggested Activities: <ul style="list-style-type: none"> • Compare the geographical location of the two cities - What's different? What's the same? • Using maps to find physical/human features • Analysing the history of the geography - Why are both near water? 			
Summer 1: Are some places in the world more dangerous to live in than others?	<ul style="list-style-type: none"> · Locate world's countries, using maps to focus on Europe concentrating on their cities 	<ul style="list-style-type: none"> · Understand there are similarities and differences between places 	<ul style="list-style-type: none"> · Describe and understand key aspects of: <ul style="list-style-type: none"> o Mountains, Volcanoes and Earthquakes 	<ul style="list-style-type: none"> · Use maps and atlases to locate countries and describe features studied · Read symbols and keys on a map (e.g. deciphering elevation)
	Suggested Activities:- <ul style="list-style-type: none"> • Mapping out the Volcanoes of the world - what do we notice? • Mount Everest focus lesson - fact file • Use maps to look at fault lines - is there a pattern? Ring of fire • Labelling diagrams - different types of volcanoes • Reading elevation on a map - can we find the tallest mountain in the UK? In Europe? In the World? • Match contour lines to mountain • Sequencing the steps of an earthquake 			



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Year 5 and 6 - Cycle A				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Spring 1: How are different maps of the same area useful?	<ul style="list-style-type: none"> Understand how human and physical characteristics of a region have changes over time 	<ul style="list-style-type: none"> Develop an understanding of an area in a region in North America (NYC) 	<ul style="list-style-type: none"> Describe and understand key aspects of human and physical geography (NB: these will depend on the maps chosen to study) 	<ul style="list-style-type: none"> Use maps to locate countries and describe features studied (break into types of map - e.g. physical vs. human geography) Use symbols and keys (including scale)
	Suggested Activities: <ul style="list-style-type: none"> Look at different types of maps ranging from more familiar to more unfamiliar Comparing maps of different scales - is one scale better than another? Is it always? (e.g. navigating streets vs. learning about a city) Match up - which map would show us x? Which map would help us identify x? Etc. Historical maps - compare now vs. then Sort maps based on whether they show us physical feature or human features or both - Venn diagram Have a map and have true/false statements to sort based on map - shows understanding Ranking - rank the maps which would help you decide where to do x (buy a house, stay during a holiday, etc.) Big Answer - children have a selection of maps they can use to answer the question 			
Spring 2: Ordnance Survey Maps; are they still relevant?				<ul style="list-style-type: none"> To use the eight points of compass To use four and six-figure grid references To read symbols and key To use Ordnance Survey maps
	Suggested Activities: <ul style="list-style-type: none"> Break down the grid references into a couple lessons Symbol lesson Navigate Brockwell Park using compasses and OS Map Final lesson - debate - are they still relevant for navigating? 			
Summer 2: How advantageous was the Silk Road?	<ul style="list-style-type: none"> Name and locate the world countries, concentrating on their major cities Name and locate key human and physical characteristics and understand how some of these aspect have changed over time 		<ul style="list-style-type: none"> Describe and understand key aspects of land use, types of settlement and economic activity (trade links) 	<ul style="list-style-type: none"> Use computer mapping to locate countries
	Suggested Activities: <ul style="list-style-type: none"> Label Silk Road - T/F questions with missing info What physical risks would people have encountered? Link to previous knowledge (biomes, mountains) Analysis of different advantages/disadvantages (spread of disease, globalisation, etc.) 			



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Year 5 and 6 - Cycle B				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Summer 1: Renewable energy: is it worth the fuss?	<ul style="list-style-type: none"> To name and locate counties and cities of the UK, identifying their human characteristics and land-use patterns Understand how some of these aspects have changed over time 		<ul style="list-style-type: none"> Describe and understand key aspects of human geography including: <ul style="list-style-type: none"> The distribution of natural resources (energy) Land use 	<ul style="list-style-type: none"> To use maps, atlases and computer mapping to locate countries and describe features studied
	Suggested Activities: <ul style="list-style-type: none"> Categorising resources - renewable or nonrenewable? Pros and cons of renewable/non-renewable - debating. Who benefits? Land use maps of U.K. - where do our resources come from? Looking at the economic, political and environmental motivations for renewable sources of energy Look at maps of land use - how have these changed over time? Why do we think this has happened? 			
Summer 1: Rainforests and tier place in our Eco-systems				
	<ul style="list-style-type: none"> 			
Summer 2: Is exploration helping our Oceans??				,