

Rowdown Primary Geography Progression Overview

	Progression Overview KS1 By Year	
	Year 1	Year 2
Skills	<p>Human and physical geography – use basic geographical vocabulary to refer to key physical and human features.</p> <p>Geographical skills and fieldwork – use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Human and physical geography– Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</p> <p>Use basic geographical vocabulary to refer to key human and physical features.</p>	<p>Human and Physical Geography – Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Human and Physical geography – Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Geographical skills and fieldwork – use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map -Use aerial photographs</p> <p>Human and Physical Geography – Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Geographical skills and fieldwork - use world maps, atlases and</p>

Rowdown Primary Geography Progression Overview

		<p>globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>
<p>Knowledge</p>	<p>- Names of the seven continents. - Their locations using a map/ atlases/globes. -The locations of hot and cold areas in relation to the equator.</p> <p>- Names of the world's five oceans. -Their locations using a map/ atlases/globes. -Which ocean is the biggest/smallest?</p> <p>- Definition of a settlement. -Different types of settlement. - Examples of different types of settlement in the UK.</p> <p>- Physical features near-by (highland/lowland etc.), -Human features near-by (shops, cars, canals etc.), -Where some of these features are in relation to school.</p> <p>-How to collect data, -How to draw a tally chart, -How to record data in a chart</p> <p>- Identify seasonal and daily weather patterns in the United Kingdom, -The children will understand the impact that the weather has on their everyday lives; how it affects the clothes they wear, how they travel, activities they can do.</p> <p>-Know the weather symbols and what they mean and develop mapping skills by creating their own weather forecasts.</p> <p>-Who measures the weather? -How do we measure the weather? -What can affect the data collected when measuring the weather?</p> <p>-Weather forecasts help people to be prepared for different kinds of weather. -How to survive a storm -Know what a survival kit contains</p>	<p>- The four nations that make up the United Kingdom of Great Britain (incl flags),-Their key physical and key human features, - The UK's capital cities and their characteristics.</p> <p>- The river Thames, -Identify famous buildings and landmarks in London, -Where the British Parliament meets.</p> <p>-To locate Scotland and its capital city, - learn about Scotland incl. the flag,-key physical and key human features of Scotland</p> <p>-To locate Wales and its capital city, -learn about Wales incl. the flag, -key physical and key human features of Wales</p> <p>-To locate England and its capital city, - learn key physical and human features inc. the flag</p> <p>-Locate Northern Ireland and its capital city, -Key physical and human features and including the flag</p> <p>key physical and key human features of England inc. the flag</p> <p>-The names of the oceans, -The names of the continents, - Oceans surrounding the UK, -Significant countries on each continent, - Locate the cold places on maps, -how cold are these places? - What is special about these places?</p> <p>-What type of animals live there, -How did they adapt to the harsh weather?</p> <p>-locate where hot and cold countries are located in the world.</p> <p>-begin to name climate zones around the world using keywords (temperate, cold, warm, tropical), -to understand how the location of hot and cold countries affects the different animals that live there</p>

Rowdown Primary Geography Progression Overview

	<p>-Names of the four different climates around the world. -How the climates differ from one another.</p> <p>-What is climate change? -How can climate change? -How does/ will climate change affect the earth?</p> <p>- Where is Kenya? - Capital city of Kenya and its population - Main sources of income for locals in the city. -Daily routine for a child living in Kenya.</p> <p>-Highest mountain in Kenya and key facts. -Largest lake in Kenya and key facts. -Names of national parks and key facts.</p> <p>- Where the National Park is located within Kenya. -When and why it was established. -Why it is so important to the country</p> <p>- The homes of the Maasai Mara tribe. - Their culture and beliefs. - The appearance of the Maasai Mara tribe</p> <p>- Languages spoken in Kenya compared to the UK. - Currency and jobs compared to the UK.-Celebrations compared to the UK</p>	<p>-Locate the hottest places on maps, -What is a desert?, -name the most important deserts, -What is special about these places? -Are deserts always hot?</p> <p>-Where Brazil is in the world. -What the population is the size of the country, flag</p> <p>-The climate/culture - carnival/language/currency of Brazil, - The Amazon, -The Rainforest, -The Capital, -Monuments</p> <p>- Where is the Rainforest, -What it is used for, Why it is important to the local people</p> <p>- What life is like in a city in Brazil, -Differences and similarities between schools in Brazil and the UK</p> <p>- Traditional dishes, -Where the food comes from, -Why farming is so important in Brazil</p>
<p>Vocabulary</p>	<p>Geographer, satellite, tools, continents, equator, ocean, sea, settlement, city, town, village, physical, human, data, chart, location, relation,</p>	<p>Oceans, Sea, Continent, Country, City, District, Compass, Cardinal Directions – North, East, South, West, Map, Scale, Symbols, Key, Features, Significant, Area, Land, Navigation, Orientation</p>

Rowdown Primary Geography Progression Overview

	<p>Sunny, Rainy, Foggy, Cloudy, Stormy, Windy, Snowing, Hailing, Thundering, Overcast, Seasons, Autumn, Spring, Summer, Winter, forecast, predict, future, scientist, meteorologist, prepare</p> <p>Kenya, Africa, Indian Ocean, Mountains, Lakes, Nairobi, Safari, Maasai, National Park, Wildlife, Migration, Endangered, Agriculture, Vegetation, Forests, Tribe</p>	<p>Desert, South and North Pole, Sahara, habitat, location, oasis, climate, extreme weather, fluctuation, temperature, climate, global warming, oceans, continents</p> <p>South America, population, climate, farming, export, landmark, Rio, carnival, Urban, city, rural, metropolis, compare, similar, different, crops, goods, produce, cuisine, traditional, ancient, tribe, Amazon</p>
--	---	--

Can write in colour to represent the term of learning: Autumn Spring Summer

Rowdown Primary Geography Progression Overview

	Progression Overview LKS2 By year	
	Year 3	Year 4
Skills	<p>Human and physical geography – describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Human and physical geography - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes, rivers and canals mountains, volcanoes, seasons and the water cycle Observe and record information</p>	<p>Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Human and physical geography – describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
Knowledge	<p>-How many people live on the planet, -Where people are distributed globally, -Which continents have the biggest population</p> <p>-People live in settlements, -What the differences are between villages, towns and cities, -Increasing numbers of people live in cities</p>	<p>-What a river is, -Where the world’s rivers are, -Famous rivers</p> <p>-What the four types of erosion are, -What the four types of transportation are, -What deposition is</p> <p>-What a landform is, -What V-shaped valleys and interlocking spurs are, -How V-shaped valleys and interlocking spurs form cities</p>

Rowdown Primary Geography Progression Overview

	<p>-What makes a good location for a settlement, -What makes a bad location for a settlement, -What the ideal location for a settlement might be</p> <p>-How early settlements were different to settlements today, How settlements vary in shape, -How settlements have a pattern</p> <p>-Where Chicago is, -How Chicago is laid out as a city, -What land uses are found in a city</p> <p>-How many people live on the planet, -Where people are distributed globally, -Which continents have the biggest population</p> <p>-The structure of the earth -What the earth is made of, -Where volcanoes and earthquakes form</p> <p>-What fold mountains are -Where fold mountains are found</p> <p>-How fold mountains form</p> <p>-How composite volcanoes form and what they are like, -How cone volcanoes form and what they are like, -Where the different volcanoes are found; the ring of fire</p> <p>-How tectonic plates move, -What is a dormant volcano</p> <p>-Why some volcanoes erupt, -What are active/dormant/extinct volcanoes?</p> <p>-Causes, effects, responses -Advantages and disadvantages of a volcanic eruption</p> <p>-The structure of the earth, -What changes does a volcanic eruption cause, -Where volcanoes and earthquakes form, -How a volcano erupts</p>	<p>-What a meander is, -How a meander forms, -How an oxbow lake forms</p> <p>-Why people like living near rivers, -What are rivers used for?</p> <p>-Know that rivers can be used for transportation, industry, leisure and tourism</p> <p>-What a flood is, -Why rivers flood, -How a flood can bring advantages and disadvantages</p> <p>-What migration is, -How migration has affected the UK's population, -Where migrants go to and from</p> <p>-The different types of migration (voluntary, forced, short-term, long-term, national and international) -The reasons why people migrate</p> <p>-The positive and negative impacts of migration on people, -The positive and negative impacts of migration for the source and host country, -How the UK has been affected by migration</p> <p>-What an economic reason for migration is, -How migration from Eastern Europe to the UK has mostly been for economic reasons, -The impacts of this type of migration</p> <p>-What a refugee is, -Why some people are refugees, -Where refugees come from and go to, -The impact of this type of migration</p> <p>-What climate change is, -How climate change is creating climate refugees, -Where climate refugees are coming from and going to, -The impact of this type of migration</p>
--	--	---

Rowdown Primary Geography Progression Overview

	<ul style="list-style-type: none"> - What the weather is made of, -How to differentiate between weather and climate, -How to read a weather forecast, -How to show weather on a map -The different types of extreme weather, -Where they are likely to happen, -How the extreme weather affects people's lives, -How people cope with extreme weather, -the difference between rivers and canals - Locate the main rivers and canals in UK, -Why rivers and canals are so important, -Who lives/travels on rivers and canals - Physical features near-by (highland/lowland etc.), -Human features near-by (shops, cars, canals etc.), -Where some of these features are in relation to school, -locate key features on maps - Describe physical features in a locality, -How to differentiate between manmade and natural features? -Why people change the environment they live in. -Scaling a map, -Understand map symbols and compass points, -Field work/mapping 	<ul style="list-style-type: none"> - What natural resources are, -What the world's most important natural resources are, -Which countries have the most natural resources -How the world's population has changed over time, -How the use of natural resources has increased, -Why the use of natural resources has increased -Where Chile is located, -Which natural resources Chile has -Why Chile mines copper - Which natural resources the UK has -How coal, oil and gas form -How to access fossil fuels -How using fossil fuels causes problems for the environment -Why mining is very dangerous, -Examples of dangerous mines. -Why humans throw away a lot of materials, -The difference between a linear economy and a circular economy, -How the circular economy will benefit people and the planet
<p>Vocabulary</p>	<p>Population, Distribution, Population Density, Settlement, Village, Town, City, Megacity, Employment, Leisure, Advantage, Disadvantage, Hunter-gatherer, Nomadic people, Land use</p> <p>Magma, Lava, Pressure, Friction, Basalt, Granite, Fold Mountain, Ocean Trench, Tsunami, eruption, Fault line, earthquake</p> <p>Weather, Climate, Atmosphere, Evaporation, Transportation, canals, Lake, Stream, River, Infiltration, Temperature, permanent structure, skyscrapers, railway, road, woods, parks</p>	<p>River, Landscape, Lake, Sea, Ocean, Source, Mouth, Erosion, Transportation, Sediment, Deposition, Riverbed, River banks, Landform, Tributary, Agriculture, Flooding</p> <p>Migration, Migrant, Demographic, Source country, Host country, Push factor, Pull factor, Economic migrant, International migrant, Employment, Refugee, Asylum seeker, Persecution, Refugee camp</p> <p>Natural resources, sustainable, Exhaustible, Non-renewable, Consumption, Abundance, Scarcity, Fossil Fuels, Renewable, Lucrative, Extraction, Mining</p>

Rowdown Primary Geography Progression Overview

--	--	--

	Progression Overview UKS2 By year	
	Year 5	Year 6
Skills	<p>Human and physical geography – describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

Rowdown Primary Geography Progression Overview

	<p>Geographical skills and fieldwork - use fieldwork to observe, measure, record and present 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>Human and physical geography – describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork - Use fieldwork to observe, measure, record and present 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>Human and physical geography – describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p>Knowledge</p>	<p>-What settlement are, -Where settlements form, -Where the biggest settlements are located -Land use categories. -Retail, Residential, Commercial, leisure...</p> <p>-What slums are, -Where slums form, -Where the biggest slums are located</p> <p>-Why people move to cities, -Why slums are located around cities, -How slums develop</p> <p>-How similar life in a slum to my life, -How life in a slum can be different from my life, -What a child’s life is like in a slum</p> <p>- How is the quality of life and standard of life like in the slums?</p> <p>-How they can be improved, -why self-help schemes have been effective</p> <p>-Why crime is a big problem in the slums, -What programmes have been developed to tackle crime in slums, -The impact of these programmes</p>	<p>-What fieldwork is, -Why geographers do fieldwork, -What sort of fieldwork geographers do</p> <p>-Why maps are important, -How maps are used, -How to use four and six figure grid references</p> <p>-What a field sketch is, -Why geographers do surveys and questionnaires, -How these tools help geographers</p> <p>-How to safely collect fieldwork data</p> <p>-Why data presentation is important -How data can be presented -How to present your data</p> <p>-What analysis is, -What the conclusion and evaluation are</p> <p>-How you can answer your enquiry question</p>

Rowdown Primary Geography Progression Overview

	<p>-The world has many different biomes, -Biomes are large ecosystems, -Biomes have distinct climatic conditions, flora and fauna, -Climate and Climate zones</p> <p>-The different factors that can affect an ecosystem, -How rainfall, temperature and sunlight affect an ecosystem, -How human activity affects an ecosystem</p> <p>-The characteristics of the Tundra, -Where the Tundra is found</p> <p>-The flora and fauna that inhabit this biome</p> <p>-The characteristics of the Taiga, -Where the Taiga is found</p> <p>- The flora and fauna that inhabit this biome</p> <p>-The characteristics of the savannah, -Where the savannah is found, -The flora and fauna that inhabit this biome</p> <p>-How the biomes are threatened by climate change, -How biomes are threatened by human activity, -What the future might hold for Earth's biomes</p> <p>-What sustainability is, -Examples of sustainable and unsustainable practice, -Is Tesla's new technology promoting sustainability?</p> <p>-Renewable and non- renewable sources, - Why fossil fuels are controversial</p> <p>-How renewable energy is generated, -Why renewable energy is so important</p> <p>-What uses of energy in the home, - Are they from a sustainable source, -What ways we can save energy at home and its impact</p> <p>-Why Curitiba introduced new city plans, -How Curitiba has become more sustainable, -What is special about Curitiba</p> <p>- What energy security is, - How countries can achieve energy security, -What -Waste to Energy' is</p>	<p>-How many people live on the planet -Where people are distributed globally, -How the global population has changed in size and distribution</p> <p>-Why populations grow, -Reasons why death rates and birth rates change, -How the UK's population has changed</p> <p>-What a population pyramid is, -Why population pyramids are useful, -How to create a population pyramid</p> <p>-That increased population density creates challenges, -Why slums develop around rapidly growing cities, -How pollution can become a serious challenge</p> <p>-What an ageing population is, -Why an ageing population can present challenges, -Examples of challenges</p> <p>-There is global inequality in access to food, -The challenges of food production, -The challenges of food distribution, -Possible solutions to the problem</p> <p>-What globalisation is, -When globalisation began, -Why the development of transport has been important for globalisation</p> <p>-How communication has changed -That internet usage is not globally equal, -The advantages and disadvantages of changing communication</p> <p>-What trade is, -How trade has changed, -How trade can bring advantages and disadvantages to different people</p> <p>-What "fast fashion" is, -How the clothing industry has changed</p> <p>-The positive and negative impacts of the globalised clothing industry</p> <p>-Which are the most powerful global food companies, -What a TNC is, -The positive and negative impacts of the globalised food industry</p>
--	---	---

Rowdown Primary Geography Progression Overview

		<p>-What globalisation will look like in the future, -The positive and negative effects of the globalisation</p>
<p>Vocabulary</p>	<p>Slum, Settlement, Densely Populated, Inhabitant, Urbanisation, Urban, Rural, Migration, Push Factors, Pull Factors, Services, Inequality, Quality of life, Standard of living, Self-help schemes</p> <p>Biome, Ecosystem, Climate, Deciduous, Dormant, Equator, Fauna, Flora, Latitude, Temperate, Tropics, Deforestation</p> <p>Sustainable, Unsustainable, Renewable energy, Non-Renewable energy, Fossil fuels, Pivotal, Development, Abode, Economic, Unprecedented, Biodegradable, Controversial, Technology, Waste to energy</p>	<p>Fieldwork, Primary Data, Secondary Data, Quantitative Data, Qualitative Data, Analysis, Conclusion, Evaluation, Accuracy, Reliability, Bias, Correlation</p> <p>Birth rate, Death rate, Infant mortality rate, Natural increase, Natural decrease, Life expectancy, Inequality, Population, Migration, Population density, Population distribution, Rural area, Urban area, Sparsely populated, Densely populated</p> <p>Globalisation, Imports, Exports, Trade, International trade, Politics, Culture, Cultural, Technology, Economy, Economic, Unsustainable, GDP, Revenue, TNC (transnational corporations)</p>