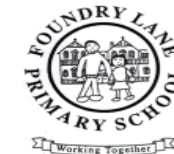


Geography: Progression and End Points at Foundry Lane Primary School



The National Curriculum for Primary Geography covers the following areas:

- **Geographical knowledge** – locations (UK/local, global)
- **Geographical understanding** – physical processes, human processes, understanding places
- **Geographical skills and enquiry** – map/atlas work, fieldwork and investigative skills

Geographical Knowledge – UK, Local Area and Global						
By the end of the year learners will know:						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore the natural world around them and name key features – Autumn/Winter/Spring/Summer</p> <p>People and Communities: Know that they may come from a different country from other children and understand that these are different places. Spain, France, Poland</p>		<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas on a map – where we live</p> <p>Know about the local area and name and locate key physical and human features e.g. the nearest green space or shopping street – where we live</p> <p>Name and locate the seven continents and five oceans on a globe or atlas – where we live</p>	<p>Describe where the UK is located, name and locate some major urban areas, locate where they live in the UK and name surrounding counties – contrasting settlements</p> <p>Locate and describe some human and physical characteristics of the UK e.g. key settlements, major rivers – contrasting settlements</p> <p>Locate some countries in Europe and North and South America on a map or atlas - Spain</p>	<p>Relate continent, country, state, city – USA</p> <p>Identify states in North America using a map – USA</p> <p>Identify the position of the Prime / Greenwich Meridian and understand the significance of latitude and longitude – Polar Regions</p>	<p>Locate the UK's major urban areas, know some of their characteristics and how these have changed – Brazil/Rainforests</p> <p>Locate countries, regions and cities of European and North/South America on political and physical maps – Brazil/Rainforests</p> <p>Describe key physical and human characteristics and environmental regions of Europe and North / South America - Brazil/Rainforests</p>	<p>Locate and describe several physical environments in the UK and how they change – Mountains</p> <p>Recognise the UK's broad land-use patterns – Mountains</p> <p>Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation – Natural Disasters</p>

Geographical Understanding – Physical Processes

By the end of the year learners can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Discuss change in seasons from Summer, Autumn, Winter. Make reference to changes to the natural world, weather and our habits.</p>	<p>Identify daily and seasonal weather patterns in the UK – Weather</p> <p>Identify which continents have significant hot or cold areas and relate these to the Poles and the Equator – Weather</p>	<p>Recognise a natural environment and describe it using key vocabulary e.g. beach, forest, mountain – where we live</p>		<p>Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these using appropriate vocabulary – Polar Regions</p> <p>Understand the relationship between climate and vegetation – Polar Regions</p> <p>Describe a physical environment in the UK (e.g. coastal), using appropriate geographical vocabulary – Coasts</p> <p>Describe the water cycle in sequence – evaporation/condensation - Polar Regions/Science</p> <p>Describe some physical processes and how landscapes are impacted – Coasts</p>	<p>Describe the climate of a region and how living things are adapted – Brazil/Rainforests</p> <p>Understand how food production is influenced by climate – Brazil/Rainforests</p> <p>Describe a range of physical processes and how landscapes are impacted – Rivers</p> <p>Describe the water cycle in sequence and name some of the processes associated with rivers – Rivers</p>	<p>Understand how climate and vegetation are connected in biomes – Mountains</p> <p>Understand how a mountain region was formed – Mountains</p> <p>Describe the water cycle in sequence and name some of the processes associated with Mountains - Mountains</p>

Geographical Understanding – Human Processes

By the end of the year learners can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>People and Communities: Share their experiences of local features of our community, e.g. Brook Green playground, Tescos</p>		<p>Describe a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary – where we live</p>	<p>Identify and sequence a range of settlement sizes from village to city – Contrasting settlements</p> <p>Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas – Contrasting settlements</p>	<p>Describe the characteristics of settlements with different functions e.g. coastal towns – Coasts</p>	<p>Know and understand what life is like in a range of settlement sizes – Brazil/Rainforests</p> <p>Understand that products we use are imported as well as locally produced – Brazil/Rainforests</p>	<p>Understand where our energy and natural resources come from – Natural Disasters</p> <p>Explain how the types of industry in the area have changed over time</p>

Geographical Understanding – Places

By the end of the year learners can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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 – Farm Vs City</p>		<p>Describe and make observations about the local area and its physical and human geography – where we live</p> <p>Describe the physical and human geography of a distant place and how it is similar and different to the local area – Southampton/Perth</p>	<p>Understand the physical and human geography of the UK and its contrasting environments – Contrasting Settlements</p> <p>Explain why some regions are different from others – Contrasting Settlements</p>	<p>Describe and compare similarities and differences between some regions in Europe and North or South America – USA</p> <p>Understand how the physical and human characteristics of one region in Europe or North or South America are connected and make it special – USA</p> <p>Understand how physical processes can cause hazards to people, and describe some advantages and disadvantages of living in hazard-prone areas - Coasts</p>	<p>Understand how a region has changed and how it is different from another region of the UK – Brazil/Rainforests</p> <p>Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity - Brazil/Rainforests</p> <p>Explain some ways in which biomes are valuable, why they are under threat and how they can be protected – Brazil/Rainforests</p>	<p>Understand how human activity is influenced by climate and weather – Mountains</p> <p>Understand hazards from physical environments and their management - Mountains</p> <p>Explain several threats to habitats – Mountains</p>

Geographical skills and enquiry – map/atlas work, fieldwork and investigative skills

By the end of the year learners can:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore the natural world around them, making observations and drawing pictures of animals and plants –</p> <p>Autumn/Winter/Spring / Summer</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps – Autumn / Spring / Summer</p>	<p>Use aerial photos to identify physical and human features of a locality – where we live</p> <p>Keep a weekly weather chart based on first-hand observations using picture symbols, and present this data - Weather</p>	<p>Draw a simple map with a basic key of places showing landmarks – where we live</p> <p>Locate features of the school grounds on a base map – where we live</p>	<p>Use a map or atlas to locate some countries and cities in Europe, the UK and its major urban areas, and where they live – Spain</p> <p>Give direction instructions up to 8 compass points – Contrasting Settlements</p> <p>Use a large-scale map outside – Contrasting Settlements</p> <p>Make a map of a short route with features in the correct order and in the correct places – Contrasting Settlements</p> <p>Make a simple scale map of a room - Contrasting Settlements</p> <p>Present information gathered in fieldwork using simple graphs – Contrasting Settlements</p> <p>Use the zoom function of a digital map to locate places - Contrasting Settlements</p> <p>In a group, carry out fieldwork in the local area selecting appropriate techniques - Contrasting Settlements</p>	<p>Use four-figure grid references – USA</p> <p>Use a map or atlas to locate some countries and cities in North or South America, some US states, the UK and its major urban areas, and where they live – USA</p>	<p>Use physical and political maps to describe key physical and human characteristics of regions of Europe and North or South America – Brazil/Rainforests</p> <p>Use digital maps to investigate features of an area - Rivers</p>	<p>Use globes or atlases to locate places studied in relation to the Equator, latitude and longitude, and time zones – Natural Disasters</p> <p>Use four-figure and six-figure references – Mountains</p> <p>Describe height and slope from a map – Mountains</p> <p>Read and compare map scales – Mountains</p> <p>Make sketch maps of areas using symbols, a key and scale – Mountains</p> <p>Present information gathered in fieldwork using a range of graphs – Fieldwork Study</p> <p>Plan and carry out a fieldwork investigation in an urban or rural area using appropriate techniques – +-+</p>

