



Belton Primary School

Geography Progression

To be used with Geography Vocabulary Progression and
Key Strands document

Understanding the World					
People, Culture and Communities					
Baseline	End of Autumn 1	End of Autumn 2	End of Spring Term	Summer term (May/June) (ELG)	Year 1 Readiness
When starting school, children may:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children should be working at a level which sees them:	Children working at the expected level of development will:	Children should be working at a level which sees them:
<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Talk about what they see</p>	<p>Showing increased interest in the lives of people who are familiar to them.</p> <p>Beginning to understand that not all people celebrate the same things as them.</p> <p>Talking about people that are helpful to them, both from within their family and outside their family.</p>	<p>Having a greater understanding about why certain events are being celebrated.</p> <p>Talking about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Drawing information from a simple map.</p> <p>Recognising some similarities and differences between life in this country and life in other countries.</p> <p>Recognising that people have different beliefs and celebrate special times in different ways.</p> <p>Starting to show an interest in different occupations and ways of life.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <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.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <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.</p>

Past and Present People, Culture and Community The Natural world	'Draw information from a simple map'. Where do we live/Places that are familiar to <u>us</u> .	'Draw information from a simple map.' Explore maps/environments - drawing own maps linked to story settings.	'Recognise that people have different beliefs and celebrate special times in different ways.' Chinese New Year <u>Mothers Day</u>	'Recognise some similarities and differences between life in this country and life in other countries.' Where food comes from. Farming around the world.	'Understand that some places are special to members of their community.' Look at places of worship/linked to celebrations	'Explore similarities and differences between different cultural communities.' Explore similarities and differences between cultural communities France - explore similarities and differences in
--	---	---	---	--	--	---

						<p>culture - language, food, flag. France -</p> <ul style="list-style-type: none"> I see, I think, I wonder...
--	--	--	--	--	--	---

	Place and Locational Knowledge	Human Processes	Physical Processes	Mapskills and Fieldwork	Interdependence and diversity
By the end of each enquiry unit, children will know:					
Key Stage One					
A1 What is the geography like where I live?	<p>The physical and human features of a range of significant locations around the world</p> <ul style="list-style-type: none"> Where they live in the United Kingdom in relation to its four nations, largest cities and the continents of the world 	<p>The physical and human features of a range of significant locations around the world</p> <ul style="list-style-type: none"> The physical and human features of their local area What land use refers to <p>That the main types of land use are transport, residential, economic activity, public services and open space</p> <ul style="list-style-type: none"> Ways in which the environment of the local area is changing and the likely reasons for this 	<p>The physical and human features of a range of significant locations around the world</p> <ul style="list-style-type: none"> The physical and human features of their local area What land use refers to <p>-Ways in which the environment of the local area is changing and the likely reasons for this</p>	<p>Walk around local area to map land use</p> <ul style="list-style-type: none"> How to carry out fieldwork to identify, describe and record the main types of land use in their locality How to present their results graphically and as a land use map How to plan and plot a geographical walk around the local area that includes its key physical and human features 	
A2 How does the geography of	The location of Brunei within the continent of Asia	<ul style="list-style-type: none"> The main physical and human features of Kampong Ayer 	The main features of a tropical climate	How to create a scale floor plan for a typical home in	Why Brunei and Kampong Ayer have a tropical

Kampong Ayer compare with my locality?	<p>and in relation to the Equator, North Pole and South Pole</p> <ul style="list-style-type: none"> • The location of the capital city Banda Seri Begawan and Kampong Ayer within Brunei • The distribution of tropical climate in the world 	<ul style="list-style-type: none"> • How the human and physical geographical features of Kampong Ayer compare with those of their locality • How the most common forms of transport in the United Kingdom compare with those at Kampong Ayer and why boats and boat building are so important • How and why school life in Kampong Ayer has both similarities and differences to the United Kingdom 	<ul style="list-style-type: none"> • The structure of tropical rain forest vegetation • The weather conditions experienced on a typical day in Banda Seri Begawan using • The main physical and human features of Kampong Ayer • How the tropical climate of Brunei compares with the temperate climate of the United Kingdom • How the human and physical geographical features of Kampong Ayer compare with those of their locality 	Kampong Ayer and compare it with one drawn of their own home	climate and why tropical rain forest is the dominant vegetation
A3 How does the weather affect our lives?	<p>The names and location of the continents of the world</p> <ul style="list-style-type: none"> • The location of the Equator, North Pole and South Pole • The location of hot and cold places in the world • How the weather is different in countries located in the hot and cold places of the world 	How people are affected by different weather	<p>The elements that make up the weather</p> <ul style="list-style-type: none"> • How and why the weather changes over time • How and why temperatures decrease from the Equator towards the North and South Pole. • The features of the environments of Antarctica and Sahara desert 	<p>How to observe and measure elements of the weather using simple instruments</p> <ul style="list-style-type: none"> • How to record their results and display them graphically 	How and why the weather changes during the four seasons

			<ul style="list-style-type: none"> Why Antarctica and the Sahara are both classified as deserts 		
<p>B1</p> <p>Why don't penguins need to fly?</p>	<p>The location of Zambia in Africa</p> <ul style="list-style-type: none"> How the Arctic and the North Pole is geographically different from Antarctica and the South Pole 	<p>That human impact has reached</p>	<p>The geographical features of Antarctica including its polar climate</p> <ul style="list-style-type: none"> How living things are adapted to survive in such an extreme environment How the geographical features of the Sahara Desert compare with those of Antarctica Why Antarctica is a desert even though it is the coldest place on earth The geographical features of the Arctic Ocean and the North Pole environment How the Arctic and the North Pole is geographically different from Antarctica and the South Pole 	<p>How to use atlas maps and GIS to plan an expedition from Canada to Antarctica</p>	<p>What a food chain is and identify and describe the main elements in the food chain of a polar bear</p> <ul style="list-style-type: none"> Why polar bears are not found in Antarctica Why penguins would not survive in
<p>B2</p> <p>Why does it matter where my food came from?</p>	<p>Landscapes of Devon in the UK</p> <ul style="list-style-type: none"> Know where Costa Rica is and how it links to farming in UK 	<p>What a farm is and what happens on a dairy farm</p> <ul style="list-style-type: none"> How milk is used as a raw material of dairy products 	<p>The physical and human features of the rural and urban</p> <ul style="list-style-type: none"> How weather conditions in 		<p>What trade is and what importing and exporting means</p> <ul style="list-style-type: none"> Some of the benefits of buying food locally

		<ul style="list-style-type: none"> • The physical and human features of the rural and urban • The most popular fruits consumed in the UK and where in the world they are produced • How sugar is refined from sugar beet • The stages of growing bananas and exporting them to the UK • The different meat produced by animals in Britain • What 'free range' means 	<p>Devon compare with those of the UK as a whole</p> <ul style="list-style-type: none"> • The stages of growing bananas and exporting them to the UK • Why the weather in Devon makes it an ideal place for dairy farming 		
<p>B3</p> <p>What do we find at places where the land meets the sea?</p>	<p>The location of the seven continents and five oceans of the world together with the North Pole, South Pole and Equator</p> <ul style="list-style-type: none"> • The four countries and capital cities of the United Kingdom and its surrounding seas 	<p>understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Different ways in which people can impact negatively on or pollute seaside environments</p>	<p>The difference between the physical and human geographical features of the seaside,</p> <ul style="list-style-type: none"> • The distinction between the concepts of 'coast', 'rural' and 'urban' • Why it is important that seaside environments are conserved <p>A range of different physical features of coastlines</p>	<ul style="list-style-type: none"> • 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<p>How creatures at the seaside are adapted to their environment</p>
Lower Key Stage 1					

<p>A1</p> <p>Beyond the Magic Kingdom: What is the sunshine state really like?</p>	<p>The location, countries and main physical and human features of the continent of North America.</p> <ul style="list-style-type: none"> • That the United States of America is divided into fifty states. • The location and main physical and human features of the state of Florida. • The location and physical features of the Everglades and why it is a National Park 	<p>Why the Magic Kingdom theme park in Florida is such a popular destination for tourists.</p> <ul style="list-style-type: none"> • The location and main physical and human features of the state of Florida. • Why the climate of Florida attracts British tourists. • How people in Florida respond to the danger of hurricanes. 	<p>The location and main physical and human features of the state of Florida.</p> <ul style="list-style-type: none"> • What a peninsula is and the location of the largest peninsulas in the world. • How the weather and climate of Florida compares with that of the United Kingdom. • How a hurricane forms and why they are a threat to Florida. • The location and physical features of the Everglades and why it is a National Park 	<p>how to read and use choropleth maps</p>	<p>The pattern of overseas visitors to the Magic Kingdom theme park.</p>
<p>A2</p> <p>How and why is my local environment changing?</p>	<p>How and why environments are changing at different locations around the world.</p>	<p>The difference between physical and human processes and events that affect environments.</p> <ul style="list-style-type: none"> • Why locations in the local area of the school have changed. • That there are often different views about whether environmental 	<p>The difference between physical and human processes and events that affect environments.</p> <ul style="list-style-type: none"> • How the environment of my school and grounds has changed over time. • Why locations in the local area of the school have changed. • How the quality of the 	<p>The difference in land use over time in the local area</p>	<p>That there are often different views about whether environmental change is a positive thing.</p> <ul style="list-style-type: none"> • That environmental change on a global scale affects our lives locally. • How humans behave locally can contribute

		<p>change is a positive thing.</p> <ul style="list-style-type: none"> How humans behave locally can contribute to global changes such as climate change. 	<p>environment varies in the local area surrounding my school.</p> <ul style="list-style-type: none"> How and why environments are changing at different locations around the world. 		<p>to global changes such as climate change.</p>
<p>A3</p> <p>Why do so many people live in megacities?</p>	<p>The top ten megacities in the world.</p> <ul style="list-style-type: none"> Why Baghdad became the first city in the world with one million inhabitants. The location of the ten largest cities in the United Kingdom. Why Milton Keynes is the fastest growing city in the United Kingdom. Name and locate the countries, largest cities and physical features of the continent of South America. 	<p>What the terms 'rural', 'urban' and 'urbanisation' mean.</p> <ul style="list-style-type: none"> What a megacity is and their distribution globally. Why the number of people living in megacities is increasing globally. Why the government of Brazil decided to construct a new capital city in 1960. The physical and human features of the city of Brasilia. The main attractions and disadvantages of living in megacities. 	<p>The physical and human features of the city of Brasilia</p>		
<p>B1</p> <p>How can we live more sustainably?</p>	<p>The benefits of using renewable sources of energy in poorer</p>	<p>How electricity is generated.</p>	<p>What a natural resource is.</p> <ul style="list-style-type: none"> The difference between 		<p>The different sources of energy used to make electricity in the United</p>

	<p>countries of the world such as Nepal</p>	<ul style="list-style-type: none"> • The different sources of energy used to make electricity in the United Kingdom. • How human created greenhouse gases contribute to global warming. • What sustainability and sustainable development mean. • How I could live in a more sustainable way both at home and at school. 	<p>renewable and nonrenewable resources.</p> <ul style="list-style-type: none"> • The different sources of energy used to make electricity in the United Kingdom. • How electricity is generated in a hydroelectric power station. 		<p>Kingdom.</p> <ul style="list-style-type: none"> • Why fossil fuels are no longer used to generate electricity in the United Kingdom
<p>B2</p> <p>Why are jungles so wet and deserts so dry?</p>	<p>What a biome is and the name and location of the world's main biomes.</p> <ul style="list-style-type: none"> • The flora and fauna of the main biomes of the world. • Why Arica in Chile is the driest inhabited place in the world. • Why Manaus in Amazonia is one of the wettest places in the world. 		<p>The difference between weather and climate.</p> <ul style="list-style-type: none"> • How temperature and precipitation varies across the United Kingdom. • The location and features of the main climate regions of the world. • How climate affects the landscape of different environments. • The physical features of the Atacama Desert. 		

B3 Why do earthquakes cause more damage than others?	<p>The distribution of earthquakes occurring around the world.</p> <ul style="list-style-type: none"> • The location of the 'Pacific Ring of Fire' and why it is a hot spot for earthquakes and volcanoes. • The location, cause and effects of the Christchurch (New Zealand) earthquake of 2011 	<p>The location, cause and effects of the Christchurch (New Zealand) earthquake of 2011</p>	<p>What causes an earthquake.</p> <ul style="list-style-type: none"> • Why earthquakes happen at some locations but not others. • What causes a volcano. • Why volcanoes and earthquakes often occur at the same locations around the world. • The location, cause and effects of the Christchurch (New Zealand) earthquake of 2011 	<p>How the magnitude of an earthquake is measured.</p>	<p>Why earthquakes with the greatest magnitude do not necessarily cause the most deaths and destruction</p>
Upper Key Stage Two					
A1 How do volcanoes affect the lives of people on Himaey (Iceland)	<ul style="list-style-type: none"> • The countries, major cities, rivers and mountains of Europe • The population of the countries of Europe • The location of the North Pole, South Pole, Northern Hemisphere and Southern Hemisphere • The cities and main physical features of Iceland • The five lines of latitude 	<ul style="list-style-type: none"> • The benefits and costs or disadvantages of living in close proximity to an active volcano • Why fishing, trade and tourism are very important economic activities for people in Iceland • How cod is caught and processed in Iceland and exported all around the world 	<ul style="list-style-type: none"> • Why Himaey has an active volcano • How volcanoes are formed • The structure of a typical composite volcano • How the climate and physical processes have shaped the landscape of Iceland • The climate of Iceland and how it compares with where they live 	<p>How to draw and interpret a climate graph</p>	<p>Why a volcano has such an impact on the lives of people in some countries.</p>

<p>A2</p> <p>What is a river?</p>	<p>Where in the world Bangladesh is located and the rivers that flow through it</p> <ul style="list-style-type: none"> • Where the famous meander 'Isle of Dogs' is located along the River Thames 	<p>The main physical and human uses of estuaries</p> <ul style="list-style-type: none"> • Why the port and docks of London declined and closed very quickly in the 1950s and 1960s • Why Bangladesh suffers from serious annual flooding from its rivers • What is being done in Bangladesh to control river flooding 	<p>How the course of a typical river changes from source to mouth and the physical features it creates</p> <ul style="list-style-type: none"> • Why these physical features are formed • What an estuary is • The main physical and human uses of estuaries • Why estuaries are such an important habitat and ecosystem for wildlife • What the water cycle is • How rivers play such an important part in the water cycle 	<p>How to collect data at various points along a stream to show graphically how the river changes</p> <ul style="list-style-type: none"> • How to create a simple cross section across the river at each of these points 	<p>The main physical and human uses of estuaries</p>
<p>A3</p> <p>Why are mountains so important?</p>	<p>What a mountain is and the names and location of the main ranges of fold mountains in the world</p> <ul style="list-style-type: none"> • The names and location of the main ranges of mountains in the United Kingdom 	<p>The physical and human features of the Cambrian mountains in Wales</p> <ul style="list-style-type: none"> • What a tourist is, the activities they enjoy and why the Cambrian mountains is an important destination for tourists 	<p>What a mountain is and the names and location of the main ranges of fold mountains in the world</p> <ul style="list-style-type: none"> • How ranges of fold mountains formed • The different layers of the Earth • The three main types of rock 		

			<ul style="list-style-type: none">• About the different types of fossils and how each formed• The physical and human features of the Cambrian mountains in Wales• How ranges of mountains in the United Kingdom are different from fold mountains• The type of climate experienced in the Cambrian Mountains and how this compares with their local area• The reasons why the mountains of the UK are generally wetter and colder than most other areas• What a reservoir is and why many reservoirs have been built in the mountains of central Wales• How reservoirs can have a positive and negative impact on		
--	--	--	---	--	--

			<p>the environment and people of the locations where they are built</p> <ul style="list-style-type: none"> • What a renewable or sustainable source of energy is 		
<p>B1</p> <p>Who are Britain's National Parks for?</p>	<p>The names and locations of the fifteen National Parks of Great Britain</p> <ul style="list-style-type: none"> • How the distribution of National Parks compares with the distribution of uplands and urban areas in Great Britain • How and why National Parks in the USA are similar to and different from National Parks in Great Britain 	<p>What the term 'cultural heritage' means</p> <ul style="list-style-type: none"> • Why cultural features are also important elements of National Parks • How National Parks are managed • The main land use of National Parks • Why farming and farmers are important in helping to achieve the aims of the National Parks 	<p>Why areas of Great Britain are chosen as National Parks</p> <ul style="list-style-type: none"> • The main distinctive physical features of National Parks • The distinctive physical and cultural features of Dartmoor 		<p>The three aims or purposes of National Parks</p> <ul style="list-style-type: none"> • That sometimes these three purposes of National Parks conflict with each other • That because of this potential conflict National Parks have to be carefully managed • Why farming and farmers are important in helping to achieve the aims of the National Parks
<p>B2</p> <p>Why is fair trade fair?</p>	<p>Why St Lucia is an important banana producer</p>	<p>What the Silk Road is</p> <ul style="list-style-type: none"> • Why the Silk Road was once the most important trading route in the world • What a container ship is and why Southampton is a very important container port in the UK 	<p>Why St Lucia is an important banana producer</p>		<p>How domestic trade is different from international trade</p> <ul style="list-style-type: none"> • What exporting and importing goods means • Why countries trade with each other today • Why the terms of

		<ul style="list-style-type: none"> • The main commodities that the UK imports from China and the most important goods it exports in return • The range of Fairtrade products currently available in the UK 			<p>international trade are sometimes not always fair to producers in poorer countries</p> <ul style="list-style-type: none"> • What being a certified Fairtrade producer of commodities such as bananas means • How being part of a Fairtrade cooperative can benefit producers
<p>B3</p> <p>How is climate change affecting the world?</p>	<p>The climate of polar, temperate and tropical regions</p> <ul style="list-style-type: none"> • Countries around the world where weather patterns have been most affected by climate change 	<p>Some of the changes being caused by climate change in Gambia and their impact on people</p> <ul style="list-style-type: none"> • Some of the changes being caused by climate change in the state of Victoria in Australia and their impact on people • Some of the changes being caused by climate change in coastal areas of the United Kingdom and their impact on people • Some of the changes being caused by climate 	<p>The difference between weather and climate</p> <ul style="list-style-type: none"> • Some of the changes being caused by climate change in Gambia and their impact on people • Some of the changes being caused by climate change in the state of Victoria in Australia and their impact on people • Some of the changes being caused by climate change in coastal areas of the United Kingdom and their impact on people • Some of the changes being caused by climate 		<p>What the greenhouse effect and global warming are</p> <ul style="list-style-type: none"> • How climate change is different from global warming

		<p>change in Greenland and their impact on people</p> <ul style="list-style-type: none"> • How countries around the world are acting to reduce global warming • How individuals, families and communities like schools are taking action to reduce global warming • What the UK government is doing on a national level to reduce carbon emissions 	<p>change in Greenland and their impact on people</p> <ul style="list-style-type: none"> • How countries around the world are acting to reduce global warming • How individuals, families and communities like schools are taking action to reduce global warming 		
Progression in Geographical Vocabulary and Concepts document	<p>Provides staff members with a progression in vocabulary linked to the Connected Curriculum that is both comprehensive and wellsequenced, from EYFS to Year 6. It includes Tier 2 'Grow' vocabulary (limited to 4/5 words per unit) that will be explicitly taught to pupils. These words need to be taught through strategies that ensure deep processing and multiple exposure to the words if children are to secure them in their long-term memory. Words that are applicable to both History and Geography are indicated within the document. Vocabulary that covers key concepts, the Big Ideas of the curriculum, (often referred to as substantive concepts) are revisited throughout as continuous strands are also indicated. These words need to be explicitly taught and will be revisited multiple times during children's learning experience. This will ensure children have firm foundations on which to progress.</p>				

Disciplinary Knowledge in Geography:

Disciplinary knowledge can be described as actions taken within a particular subject to gain knowledge. Disciplinary knowledge in Geography allows pupils to gain a deeper understanding of the world around them by connecting and applying what they know (substantive knowledge). An example of substantive and disciplinary knowledge is illustrated in the following table:

Substantive Knowledge example (knowing 'what')	Disciplinary Knowledge example (knowing 'how')
<ul style="list-style-type: none"> • Knowledge of the Water Cycle • Knowledge of world climates and biomes • Knowledge of how to read and construct climate graphs 	<p>Applying substantive knowledge to investigate why the Amazon rainforest is so wet. This could be investigated by:</p> <ul style="list-style-type: none"> • Comparing evidence in the form of data (climate graphs) for the Amazon rainforest with other areas of the world and the human and physical features of the location. • Connecting knowledge of the location of the Amazon rainforest and its proximity to the Equator with knowledge of the water cycle. (The sun is stronger at the Equator as the rays are more direct – this means that more water becomes water vapour at the Equator). • Connecting knowledge to make a hypothesis to answer why the Amazon rainforest is so wet and communicating the hypothesis. • Making connections with knowledge about climate change to pose further questions, for example, is the Amazon rainforest becoming wetter as the climate becomes warmer?

Our curriculum develops substantive knowledge through the study different units that cover the programmes of study from the National Curriculum for Geography. Each of our Geography units poses an enquiry question which enables pupils to apply what they have learned (disciplinary knowledge)

Increasingly confident and appropriate use of
subject vocabulary, terms and language

Specialised Appropriate Basic

SUBJECT OUTCOMES

Recognise
Identify
Describe
Observe
Select
Categorise
Classify
Sequence
Compare and Contrast
Recall
Reason/Speculate
Summarise
Synthesise
Explain
Demonstrate Understanding
Empathise
Reach Informed Conclusions
Make reasoned Judgements
Justify
Apply
Evaluate
Critique
Hypothesise

Application of skills and processes

Increasing levels of knowledge and understanding of subject content