



Geography progression at Probus Primary

	Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
Locational Knowledge	<p>Talk about similarities and differences in relation to places.</p> <p>Be able to locate themselves in the school building</p> <p>Pictorial and physical mapping</p> <p>Small world play introducing the concept of scale</p> <p>Know the village is called Probus</p>	<p>Name and locate Probus, Truro and Cornwall</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>Locate the world's countries focusing on Europe, North and South America.</p> <p>Use maps to locate countries of Europe.</p> <p>Use map keys and symbols.</p> <p>Use maps to locate the Equator, and the Tropics and consider their climates.</p> <p>Understand the term 'climate zones' and 'biomes' and identify some differing ones.</p>	<p>Locate environmental regions, key physical and human characteristics, countries, and major cities. Understand how aspects of key topographical features change over time.</p> <p>Identify and discuss the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>

<p>Place Knowledge</p>	<p>Talk about the features of their own immediate environment and how environments might vary from one another</p>	<p>Observe and describe the human and physical geography of a small area of 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 (London), and of a small area in a non- European country (Brazil).</p>	<p>Match key landmarks to the country. Identify similarities and differences. Make comparisons to life in the UK with life in contrasting countries. Study pictures to make reasoned judgements.</p>	<p>Understand how and why features may have changed over time. Understand and use geographical language to make comparisons between regions. Contrast locale (rural) with Truro (urban)</p>
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<p>Human and Physical Geography</p>	<p>Make observations of the environment and explain why some things occur and talk about changes</p>	<p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment and key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non- European country (Kenya)</p>	<p>Draw diagrams and produce writing on physical geography eg. Volcanoes, earthquakes, tsunamis, vegetation belts, rivers, biomes and the water cycle. Draw diagrams and produce writing on human geography eg. types of settlement and land use, economic activity and distribution of natural resources. Ask, research and explain. Study how land was used and why this has changed. Understand the need for ethically sound trade and climate choices.</p>	<p>Identify the difference between human and physical geographical and select appropriate types of maps. Ask, research, explain, draw conclusions and provide evidence. Generate solutions and promote ethically sound trade and climate choices. Produce own diagrams, writing, presentations using geographical vocabulary. Compare current maps and make suggestions about change.</p>
<p>Geographical Skills and Framework</p>	<p>Use everyday language to talk about positions and distance Can describe their relative position such as behind or next to</p>	<p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage and identify the United Kingdom and its countries. Use locational and directional language (eg, near and far, left</p>	<p>Use locational language. Use 4 figure grid references. Use the language of an 8 point compass. Record changes and observations.</p>	<p>Confidently use maps, globes and Google Earth. Use maps and pictures to locate, ask questions and draw conclusions between locations and hemispheres. Use geographical symbols.</p>

		<p>and right), Describe the location of features and routes on maps. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the schools surrounding areas.</p>	<p>Make maps and plans using keys and symbols. Undertake surveys, investigations and draw conclusions.</p> <p>Fieldwork at ancient site (linked to pre-history study) in year 3</p> <p>Fieldwork to explore changes overtime, land usage and impact of humans in local area focusing on rivers in year 4.</p>	<p>Use 6 figure grid references. Use the language of 8 point compass. Collect, collate and record data drawing conclusions. Act positively and responsibly in the, and for the, wider world. Make suggestions and reflect on own beliefs and impact. Ask geographical questions.</p> <p>Fieldwork to explore impact of land use during industrial revolution in Cornwall.</p> <p>Fieldwork to look at urban environment (Truro)</p>
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