St Thomas' Geography Progression Map – Knowledge and Skills

Term	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut	**Understanding the World** • To know that there are different countries in the world.	**Understanding the World** • To be able to talk about their school, home and local community • To be able to talk about aspects of life in this country	**Our Local Area – 'What is it like around our school?'** * Can I use simple locational language? * Can I recognize simple human and physical features on a map? * Can I compare physical and human features of Sevenoaks and another area of the U.K.? * Can I present geographical features on a map? **What is around our school?** * Can I locate our school on a map? * Can I use a map to find other important buildings around our school? (Knole House) * Can I use a map to guide me to a local landmark? (Vine Cricket Ground) * Are there good transport links in our local area? * How do humans use our local area? * What would make our local area even better?	**World View – 'Where are places in the world?'** * Can I name and describe the seven continents? * Can I locate the five oceans? * Can I identify the unique features of a continent? * Can I compare geographical features in different continents? Can I create a simple map? Can I use simple compass directions (north, south, east, west) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map? * Can I use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features?	**World View - 'What are the world's biomes and vegetation belts like?'** * What are the different biomes? * Where are the different biomes found? * Why is climate a key factor for determining biome distribution? * Which biomes are the most important and why? * Can I create my own map to show where the worlds biomes are? * How can humans help some of the more vulnerable biomes? **Why are lines of longitude and latitude important?** * Can I find the equator, Tropics of Cancer and Capricorn, Arctic and Antarctic rings on a globe and a map? * Can I find the prime meridian line and Greenwich on a map? * What are the lines of latitude? What are the lines of longitude?	**Using the world's resources. Enquiry question: What resources do we use and why?** * How can our food choices impact the environment? * What does it mean to trade responsibly? * Where do the apples we eat come from? * Is it better to buy imported or local?	**Tectonic Plates and Volcanoes. Enquiry question: 'Why do people live near volcanoes?'** * What is the Earth made of? * How do the Earth's plates move and what is the impact of this movement? * Where are volcanoes found? * How do volcanoes form? * What is an active, dormant and extinct volcano? * Why do eruptions occur? How can we tell if an eruption is due? * What are the dangers and benefits of living near a volcano? * Use of atlas to show plate boundaries.	**Coasts. Enquiry question: How does water affect our lives?** * What is a coastal zone? * What processes occur at the coast? Erosion, deposition and transportation. * How are humans protecting the coasts? * Comparison between two different coastal areas – cliffs and estuary (Whitecliff Bay, IOW and Reculver, Kent). Local field study * Can I explain what a scale is and why scale s are used? * Can I use four or six-figure grid references to locate places on a map? * Can I plan a journey using the eight compass points and four or six figure grid references. * Can I use information I have to describe the similarities and differences between two locations.

			Can I create my own map of our local area?					
Key Concepts & N C Link			**Location** **Place** **Human and Physical Features**	**Location** **Place**	**Location** **Human environmental interaction**	**Location, Place, Region**	**Location, Place**	**Location, Place**
Spr	**Understanding the World** • To be able to talk about a country that is significant to them, for example their heritage, where they have been on holiday, where their family and friends are from.	**Understanding the World** • To be able to identify key features of their local community including transport links and significant landmarks • To be able to talk about aspects of life in other countries and to make simple comparisons	**The U.K.** * Can I locate the four countries of the U.K. on a map? * Can I name the capital cities of each country? * Can I explore the characteristics of each country? * Can I name the major rivers of each country? * Can I name the surrounding seas?	**What is Mexico like?** * Can I find Mexico on a map? * Can I locate the main cities and rivers in Mexico? * What is life like if you live Mexico City? * What is life like if you live in rural Mexico? * What sorts of plants and animals live in Mexico? * What is the landscape of Mexico like? * What environmental issues affect Mexico?	**What makes Brazil distinctive?** * Can I find Brazil on a map and explain its biomes? * Can I explain the issues re: deforestation in Brazil? * How is chocolate farmed and traded in Brazil? * What other commodities is the rainforest at threat from – mining for minerals? * How are dams threatening the forests in Brazil? * What is life like in the cities of Brazil? * Why is trade important for countries? * How does Brazil produce its energy? * How does Brazil use HEP (hydro-electric power).	**The U.K.'s varying regions. Enquiry question: How do regions in the U.K. vary (specifically Sevenoaks in the south east and Helston in the south west.** * How do regions vary? * Can you explain what a region is? * How has Sevenoaks/ Helson region changed in the past century? * What made Sevenoaks/ Helston region a good place to build a town? * What economic activity occurs in Sevenoaks/ Helston region? * What is land use like in Sevenoaks/ Helston region? * What role does the Darenth/ Helson River play in settlement, economic activity, land use and trade? * Why is land used in different ways?	**Enquiry question: What is life like in Sicily?** * Where is Sicily? * What are Sicily's regions? * What are Sicily's main physical and human features? * Why and how do people live near volcanoes? * What are the physical and human features of Sicily? * How has Sicily changed over the past century?	**Where do people live and why?** * What are the different types of settlement? Hamlet, village, town, city. * What are the advantages and disadvantages of living in each? How is land typically used in each type of settlement? Do settlements have similarities? How do you think cities might change in the future? **Why do people migrate?** * Can I explain about some historic migrations? Windrush, Irish potato famine. * What are the push and pull factors that cause people to migrate? * What are the impacts of migration on host cities? On the refugees and the countries they have left.

						* Can you compare economic activity across the U.K.? **Using Maps Enquiry** * How can we use and interpret maps? * What information can we find from maps? * Can you explain why maps have scales? * Can you explain the purposes of a key?		
Key Concepts & N C Link			**Location** **Place** **Human and physical geography**	**Place** **Human environmental interaction.**	**Location** **Place** **Region**	**Location** **Place** **Region**	**Location** **Place** **Region** **Human environmental interaction.**	**Location** **Place** **Human environmental interaction.**
Sum	**Understanding the World** • To be able to talk about the differences between countries based on their experience or seen photographs.	**Understanding the World** • To be able to explore simple maps and nonfiction texts relevant to their local community or places visited • To be able to contrast two different environments	**What is the weather like in the U.K.?** * What is weather? * What are the four seasons? * What is the weather typically like in each of our seasons? * What causes different sorts of weather? * What symbols are used to represent different types of weather? * What is the weather today?	**What are cold and hot places on earth like? (extreme climates)** **Cold Places** Can I identify Polar regions (north and south pole) Can I explain why these places are cold? Can I compare a cold place to my location? **Hot places:** Deserts Can I identify deserts around the world?	**How can we live more sustainably?** Case study: Curitiba, Brazil * What does sustainability mean? * Is our world sustainable? * How is Curitiba impacted? * How could we live more sustainably?	**Interconnection between physical and human.** **Locational 'Why do oceans matter?'** * Why are oceans important to life on the planet? * How does plastic get into the oceans? * What are the properties of plastics, why are they toxic? * How do plastics enter the food chain.	**Rivers. Enquiry question: How does water affect our lives? 'What are rivers and how are they used?'** * What is the water cycle and how does it work? * What is a river? * What are the landforms along a river? * What human interactions do we have with rivers? * What are the living and non-living elements of the river ecosystem?	**Does our school have its own microclimate?** * What is the difference between weather and climate? * What are the different climate zones across the world? How do humans and other animals adapt to changes in climate? What is a microclimate?

			* Does it change through each day?	Can I use globe, atlas, maps and aerial photographs to understand why a place will be regarded as a desert? Can I describe where I live in relation to the equator and the north and south poles?		* How can we clean up our oceans? * How are plastics affecting our oceans and marine life? * How are materials recycled? * How can we make our use of plastics more sustainable?	* What interactions are there in an ecosystem? * How have humans affected ecosystems? * What is the link between the river ecosystem and sustainability?	
Key Concepts & NC link		**END POINTS** **People, culture and communities**	**Location** **Place** **Physical**	**Location** **Place** **Region**	**Place** **Human environmental interaction**	**Location** **Place** **Human environmental interaction.**	**Location** **Place** **Human environmental interaction.**	**Location** **Place** **Human environmental interaction.**