

# Warden House Primary School



## Geography Progression in Knowledge and Skills

	Unit 1	Unit 2
EYFS	<p>To recognise some similarities and differences between life in this country and life in other countries.</p> <p>To recognise some environments that are different to the one in which they live</p> <p>To explore the natural world around them. Draw information from a simple map.</p>	
Year 1	<p><b>What is the geography of where I live?</b></p> <p>To identify and describe physical and human geographical features of a range of environments and understand what geography is.</p> <p>To identify and locate where we live in the United Kingdom.</p> <p>To understand that land uses can be grouped into categories.</p> <p>To identify and observe familiar physical and human geographical features in and around my school.</p> <p>To identify, describe and offer reasons for changes in land use.</p> <p>To observe and record the local area of the school.</p> <p>To plot a geographical walk around the local area.</p> <p>To use fieldwork to observe and record significant examples of human and physical geographical features of the local area.</p> <p>To describe and explain their local area using key physical and human geographical features.</p>	<p><b>Why do we love living by the seaside?</b></p> <p>To understand that different places have different geographical features.</p> <p>To identify and describe the main physical and human features of seaside environments.</p> <p>To provide reasons for and explain ideas.</p> <p>To describe and explain how people can take greater care of the seaside environment.</p> <p>To understand that coastal areas are habitats.</p> <p>To compare coastal places and offer reasons why people would visit them.</p>
Year 2	<p><b>Where in the world does our food come from?</b></p> <p>To recognise that all the food we eat comes from either plants or animals.</p> <p>To identify and describe the main geographical features of the physical landscape of Devon.</p> <p>To compare and contrast average weather conditions in Devon with the rest of the UK.</p> <p>To describe how cheese is manufactured and how it is exported.</p>	<p><b>How does the geography of Kampong Ayre compare with where I live?</b></p> <p>To identify and describe the location of the UK within the world and where I live within the UK.</p> <p>To begin to understand that the United Kingdom is part of the continent of Europe.</p> <p>To make geographical comparisons between the UK and Kampong Ayre.</p> <p>To make observations about homes in Kampong Ayre and compare these to homes in the UK.</p>

	<p>To identify exported products and understand why exports are needed.</p> <p>To identify and describe how sugar is refined from sugar beet on British farms.</p> <p>To identify and categorise whether fruits and vegetables are locally produced, UK grown or imported.</p> <p>To describe and explain some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers.</p>	<p>To observe how weather conditions and temperature are different in different places around the world and suggest reasons for this.</p> <p>To identify and describe appropriate forms of transport for particular journeys.</p> <p>To identify and describe the structure of a typical Tropical Rain Forest in Brunei.</p>
Year 3	<p><b>Why do some earthquakes cause more damage than others?</b></p> <p>To use a range of sources to locate and describe the effects of the Christchurch earthquake of 2011.</p> <p>To observe and record the distribution of earthquakes in New Zealand over the past 200 years.</p> <p>To describe and explain why New Zealand experiences earthquakes when many other places don't experience any.</p> <p>To draw conclusions and explain why the largest earthquakes don't always cause the most damage.</p> <p>To identify, describe and explain the causes of volcanoes.</p>	<p><b>Why do so many people live in megacities?</b></p> <p>To identify the key features of cities.</p> <p>To know what population is.</p> <p>To describe and begin to explain the distribution of megacities across the world.</p> <p>To identify and explain some of the reasons why the population of Baghdad grew.</p> <p>To understand what life in a city can be like and why people might want to live there.</p> <p>To identify, describe and explain some of the main geographical features of one of the biggest cities in the world.</p> <p>To compare and contrast the advantages and disadvantages of city life.</p> <p>To form and express their own opinion / judgement.</p>
Year 4	<p><b>How and why is my local area changing?</b></p> <p>To identify, describe and give reasons for why environments change.</p> <p>To identify changes that have occurred to the school and the local area and suggests reasons for these changes.</p> <p>To represent a chosen route and draw a map.</p> <p>To reflect upon changes to my local area.</p> <p>To identify how the locality has been affected by a significant national or local event.</p> <p>To describe and explain the geographical impact of a significant national or local event.</p> <p>To make judgements and explain observations.</p>	<p><b>How can we live more sustainably?</b></p> <p>To describe and explain, with examples, what living sustainably means.</p> <p>To identify areas where we can make our school more sustainable and suggest practical ways that we could improve.</p> <p>To understand and explain how solar panels and wind turbines generate electricity. (In simple terms)</p> <p>To make comparisons and reach conclusions.</p> <p>To observe and explain why and how people living in poorer countries can live more sustainably.</p>

	To recognise and explain examples of change in locations around the world.	
Year 5	<p><b>What are rivers and mountains?</b></p> <p>To identify and describe how physical features of rivers change from source to mouth.</p> <p>To offer reasons to explain why the course of a river changes as it flows from higher to lower ground.</p> <p>To recognise, identify and explain what geographers define as mountains.</p> <p>To identify, locate and describe the location of the largest ranges of mountains in the world.</p> <p>To identify, describe, compare and contrast and explain the differences between two different mountain ranges.</p> <p>To recognise, describe and explain key geographical features of Iceland.</p> <p>To explain how a volcano is formed, observe the global pattern of volcanoes and suggest plausible geographical reasons for this distribution.</p>	<p><b>Why is Fairtrade fair?</b></p> <p>To explain why the Silk Road was such an important trading route.</p> <p>To explain what trade is.</p> <p>To identify and describe the commodities that are most frequently traded.</p> <p>To compare and contrast the range of commodities imported and exported between the UK and China.</p> <p>To reflect on why terms of trade are not always fair for some producers.</p> <p>To explain what fair trade is.</p> <p>To compare and contrast the situation of Fair-trade certified farmers with that of non Fair-trade producers.</p>
Year 6	<p><b>What does the geography of Brazil look like?</b></p> <p>To identify and name significant lines of latitude and longitude.</p> <p>To locate and name the countries, rivers and mountains of South America.</p> <p>To understand more of the physical geography of South America.</p> <p>To make geographical comparisons between the UK and a non-European country.</p> <p>To identify physical and human geography of Brazil.</p> <p>To identify physical and human geography of Brazil.</p>	<p><b>How is climate change affecting the world?</b></p> <p>To identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns.</p> <p>To evaluate a range of evidence and make judgements about the impact that climate change is having on people in Victoria, Australia.</p> <p>To understand why some coastal communities are having to make flood resilience plans.</p> <p>To make personal judgements about the implications of changing weather patterns on the people of Greenland.</p> <p>To understand what global warming is and how it is caused.</p> <p>To understand ways in which we, and the global community, can contribute towards reducing greenhouse gas emissions.</p>