



## Geography progression at Alderman Cogan's Primary Academy

|   |  |
|---|--|
| <p><b>Intent</b></p>                              | <p>At Alderman Cogan's we want to give all our children the best possible start in life academically, as citizens and as lifelong learners. Above all, we want them to be highly literate and able to have all the learning necessary to help them to thrive in a complex, changing and competitive world.</p> <p>We want all our students to be ambitious for themselves and about their futures. We will provide the pathways and support for them to realise their ambitions, 'through a Christian lens'. Our Geography curriculum is specially adapted to meet the needs of all our learners to help them understand the world they live in, the place they are from and where they are going in the future. We endeavour to ensure all our children transition to their next stage of education not only as well rounded Christians but with curiosity to know more, do more and remember more about the world in which they live.</p> <p>Geography at Alderman Cogan's school stimulates the children's interest, curiosity and understanding of the world, allowing them to be empathic and creative thinkers, equipping them with the disciplinary and substantive knowledge that they need to transition into their next stage in life.</p> <p>in Early years, Geographical vocabulary is used to provide the seeds for the years to come. In KS1, children are taught about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom (UK). In KS2, concepts progress as children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.</p> <p>Each year, knowledge is built upon to equip children with the understanding of their place in the world and their relationship to the world around them. When children leave in Year 6, they have a greater understanding of human and physical features, natural and man-made resources and characteristics of the UK. Children are aware of the characteristics and features of polar regions, including the North and South Poles, including detailed exploration of the environmental factors that shape and influence them.</p> <p>We teach children to gain a knowledge and understanding of their home town, the wider world and the similarities and differences places share over the globe.</p> |
| <p><b>Substantive Knowledge in Geography</b></p>  | <p>Substantive Knowledge in Geography is the specific and factual content of Geographical Enquiry. For example in Location Knowledge, Place Knowledge, and Human &amp; Physical Geography, pupils will learn how to name and locate different places in the world.</p>   |
| <p><b>Disciplinary Knowledge in Geography</b></p> | <p>Disciplinary knowledge in Geography is delving deeper using prior knowledge to build upon the children's understanding of scale and to apply their knowledge using skills. In Geographical skills and fieldwork for example pupils will apply their knowledge using fieldwork and present their findings using network sketch maps and graphs. The disciplinary knowledge allows children to practise geography outside the classroom.</p>  |

| Nursery   |   |
|---|---|
| <p>In the Early Years, we know that children's early learning in geography is closely linked to their every day lives and local environment. We encourage children to develop a sense of place by building on their experiences, spending time in, and talking about, our local environment and making observations about the world around us. We ensure that these first hand experiences provide our children with rich opportunities to talk and use early geographical vocabulary. We aim to widen our children's horizons by exploring different local areas and exploring similar and contrasting places both within the UK and further afield.</p> <p>Throughout Early Years children develop the skills and knowledge that they need for future success in the Geography National Curriculum predominantly through <b>Communication and Language and Understanding the World</b>.</p> |   |
| Location & Place Knowledge  |   |
| <p>Know some places where I live (UW)<br/>           Talk about the weather in other countries and how it is different to the UK (CL, UW)<br/>           Know the world has other countries and the world has seas (UW, CL, PSED)<br/>           Know that we live in England (UW)<br/>           The weather is different in different parts of the world<br/>           A map shows us places (UW, MAT)<br/>           Explore maps of the UK (UW, MAT)</p>   |   |
| Human & Physical Features   | Geographical skills & Fieldwork   |
| <p>Name some features of houses (UW, CL)<br/>           Talk about how more than one home/house is in a village or town. (UW, CL)<br/>           Discuss how daily life may be different for other children. (UW, CL)<br/>           Know some natural features that I see and feel during different seasons, including different weather (UW)<br/>           Know some changes in the natural world around them. (UW, CL)<br/>           Know what houses are made out of ; talk about buildings made of bricks and cement (UW, CL)<br/>           Know and talk about natural features in their environment (UW, CL)</p>  | <p>Photographs show pictures (UW)<br/>           Talk about the details in photographs (UW, CL)<br/>           Discuss observations made in the environment (UW)<br/>           Draw maps of the classroom/out door space (UW, MAT, PHY, EAD)</p> |



## Geography progression at Alderman Cogan's Primary Academy

| Reception   |  |
|---|--|
| <p>In the Early Years, we know that children's early learning in geography is closely linked to their every day lives and local environment. We encourage children to develop a sense of place by building on their experiences, spending time in, and talking about, our local environment and making observations about the world around us. We ensure that these first hand experiences provide our children with rich opportunities to talk and use early geographical vocabulary. We aim to widen our children's horizons by exploring different local areas and exploring similar and contrasting places both within the UK and further afield.</p> <p>Throughout Early Years children develop the skills and knowledge that they need for future success in the Geography National Curriculum predominantly through <b>Communication and Language and Understanding the World.</b></p> |  |
| Location & Place Knowledge  |  |
| <p>Know and talk about the similarities and differences of daily life in other countries (CL, UW, PSED)<br/>           Know the world has different countries and oceans in it and name some countries (CL, UW)<br/>           Know and discuss that countries have different weather patterns; know the features of different countries terrain (UW, CL)<br/>           Know and name the country/City we live in (UW, CL, PSED)</p>   |  |
| Human and Physical Geography  | Maps and Fieldwork   |
| <p>Know different types of houses e.g semi-detached; name the type of house I live in (CL, UW)<br/>           Name landmarks where I live (CL, UW)<br/>           Know and talk about the features of the place where I live<br/>           Know the seasonal weather patterns. (UW)<br/>           Know there are four seasons in the year (UW)<br/>           Know and talk about the processes and changes in the natural world around them, including the seasons (UW, CL)<br/>           Know and talk about the natural features in the environment and others countries such as fields, desert (UW, CL)</p>  | <p>Talk about the features of maps and globes (UW, CL)<br/>           Talk about the features of photographs including the angle (UW, CL)<br/>           Discuss observations of changes in the natural environment (UW, CL)<br/>           Draw pictures of observations (UW, EAD)<br/>           Know a map has roads, parks and landmarks; pinpoint roads, parks and landmarks on a map of Hull</p> |

| Disciplinary knowledge |        |        |        |        |        |        |
|------------------------|--------|--------|--------|--------|--------|--------|
|                        | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|                        |        |        |        |        |        |        |

## Geography progression at Alderman Cogan's Primary Academy

|  |   |   |  |  |   |   |
|--|---|---|--|--|---|---|
| <b>Location Knowledge</b>                | Name, locate and identify characteristics of the 4 countries and capital cities of the UK using maps and globes.  | Name and locate the world's 7 continents and 5 oceans using maps, atlases and globes.   | Name and locate countries in the United Kingdom and Europe using globes and atlases<br><br>Identify the position and significance of latitude and longitude.                                       | Name and locate cities of the United Kingdom and Countries in North and South America using globes and atlases.<br><br>Identify the position and significance of the Equator.                      | Name, locate and identify the key physical and human characteristics of UK cities and countries in the UK, Europe, North and South America using globes, Ordnance Survey maps and atlases. Identify the position and significance of the Northern Hemisphere and Southern Hemisphere. | Use digital/computer and Ordnance Survey mapping to name, locate and identify the land use patterns within UK cities as well as the countries and the environmental regions of counties in Europe, North and South America.<br><br>Identify the position and significance of the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. |
| <b>Place Knowledge</b>                   | Understand geographical similarities through studying the human and physical geography of a village of the UK and a non-European country.   | Use aerial photographs and plan perspective to understand similarities and differences through studying the human and physical geography of a seaside town in the UK and a non-European country   | Understand geographical similarities and differences through the study of human and physical geography of a town of the UK, a town in a European country and a town within North or South America. | Understand geographical similarities and differences through the study of human and physical geography of a city of the UK, a city in a European country and a city within North or South America. | Understand geographical similarities and differences through the study of human and physical geography of a country of the UK, North, and South America.  | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, European country, and North or South America.   |
| <b>Human and Physical Geography</b>      | 3 Identify seasonal weather patterns in the UK and compare with location of hot and cold areas in the world.  | Identify seasonal and 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.<br><br>Use geographical vocab specifically for: Physical Features: beach, cliff, coast, mountain, sea, ocean and valley. Human Features: town, factory, office, port, harbour and shop | Describe and understand key aspects of: Physical geography: rivers. Human geography: minerals.   | Describe and understand key aspects of: Physical geography: volcanoes and the water cycle. Human geography: water and food.  | Describe and understand key aspects of: Physical geography: vegetation belts. Human geography: the distribution of natural resources.   | Describe and understand key aspects of: Physical geography: the climate zones and biomes. Human geography: economic activity including trade links.   |
| <b>Geographical Skills and Fieldwork</b> | Use geographical vocab specifically for: Physical Features: soil, vegetation, weather, season, hill, forest, soil, vegetation. Human Features: factory, farm, house, shop, village, farm, house, city | Follow directions to and around the school and its grounds. Use simple fieldwork to record the key human and physical features  | Follow directions to and around the racecourse/knavesmire Use fieldwork to observe and record human and physical features.   | Follow directions. Use fieldwork to observe, measure and record human and physical features.   | Follow directions. Use fieldwork to observe, measure, record and analyse human and physical features.<br><br>Present fieldwork findings by creating sketch maps, plans and graphs and a key. Use the 8 compass points to describe the location of features and routes on a map.       | Follow directions. Use fieldwork to observe, measure, record and analyse the human and physical features.<br><br>Present fieldwork findings by creating sketch maps, plans and graphs with a key. Use the 8 compass points and 4- and 6- figure grid references to describe the location of features and routes on a map  |

|             |             |               |               |               |               |               |               |
|-------------|-------------|---------------|---------------|---------------|---------------|---------------|---------------|
|             |             |               |               |               |               |               |               |
| <b>EYFS</b> | <b>EYFS</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |

## Geography progression at Alderman Cogan's Primary Academy

| FS1  | FS2   |  |   |  |  |  |   |
|--|---|--|---|--|--|--|---|
| <b>Human features and landmarks</b>  |   |  |   |  |  |  |   |
| Know the places where I live, e.g., Hull<br>Know the features of my house                                | Different types of houses e.g semi-detached, Landmarks where I live e.g. school, shops, East Park   | Human features are man-made.<br><br>Landmarks and monuments are features of a landscape. | Human features are man-made. People use human features in different ways.                 | Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure.   | Human features can be interconnected by function, type and transport links.                    | Networks link places together and allow for the movement of people and goods.  | The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. |
| Talk about where we live<br><br>Name the features of houses  | Name the type of house I live in<br><br>Name where we live  | Name and describe the purpose of human features and landmarks.                           | Use geographical vocabulary to describe how and why people use a range of human features. | Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.  | Describe a range of human features and their location and explain how they are interconnected. | Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.   | Explain how humans function in the place they live.   |
| <b>Vocabulary</b>  |   |  |   |  |  |  |   |
| House, Hull, stairs, windows, doors  | House, bungalow, semi-detached, detached, shops, parks, school  | factories, farms, houses, offices, ports, harbours, shops                                | castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports, roads. | housing, industry, transport, agriculture  | function, transport links  | movement, people, good, airports, bus stations, ferry terminals, railway stations  | distribution, natural resources, economic activity, cultural, community, settlement   |
| <b>Settlements and land use</b>  |   |  |   |  |  |  |   |
| More than one home/house is in a village or town.<br><br>Daily life may be different for other children. | The features of my immediate environment e.g. school, East Park.<br><br>Daily life in this country and life in other countries are different, | A settlement is a place where people live and work.                                      | Land use can be used for multiple purposes.   | There are different types of settlements.<br><br>A city is a large settlement where many people live and work.<br><br>Residential areas surrounding cities are called suburbs. | Land uses include agricultural, recreational, housing and industry.                            | Agricultural land use in the UK can be divided into three main types.<br><br>An allotment is a small piece of land used to grow fruit, vegetables and flowers.<br><br>A wide variety of crops are farmed and a wide variety of livestock are reared in the UK. | Natural resources and energy sources influence settlement and land use.   |

## Geography progression at Alderman Cogan's Primary Academy

|  |   |  |  |   |   |  |  |
|--|---|--|--|---|---|--|--|
|  | drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.   |  |  |   |   |  |  |
| Home, village, town, different   | Country, daily life, field, parks, England and other countries  | town, cities, urban settlements, homes, shops, roads and offices | industries, recreational, transport, agricultural, residential, commercial | rural, urban, hamlet, town, village, city, suburban areas                             | water systems, transport, industry, leisure, power.   | arable (growing crops), pastoral (livestock), mixed (arable and pastoral)<br><br>wheat, barley, oats, potatoes, other vegetables, fruits, oilseed rape<br><br>sheep, dairy cattle, beef cattle, poultry, pigs. | minerals, sandstone, energy sources, aluminium, oil, water, coal, gas, water |
| Talk about the amounts of houses in cities, and towns (more than one, lots)<br><br>Discuss daily life for ourselves and other children | Talk about the features of the place where I live<br><br>Talk about the similarities and differences of daily life in other countries | Identify the characteristics of a settlement.                    | Describe the size, location and function of a local industry.              | Describe the type and characteristics of settlement or land use in an area or region. | Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. | Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.  | Describe the distribution of natural resources in an area or country.        |
| <b>Climate and weather</b>   |   |  |  |   |   |  |  |

## Geography progression at Alderman Cogan's Primary Academy

|  |   |  |   |   |  |   |   |
|--|---|--|---|---|--|---|---|
| <p>Know some natural features that I see and feel during different seasons, including different weather.</p> <p>Know the different clothes that I need for different seasons/ weather and why.</p> | <p>Know the seasonal weather patterns.</p> <p>There are four seasons in the year</p> <p>Know the processes and changes in the natural world around them, including the seasons.</p> | <p>There are four seasons in the UK: the length of the day varies depending on the season.</p> <p>Symbols are used to show different types of weather.</p> | <p>A weather pattern is a type of weather that is repeated.</p> | <p>Types of weather include excessive precipitation, thunderstorms, downbursts and tornadoes.</p> | <p>Climatic variation describes the changes in weather patterns or the average weather conditions of a country or continent.</p> | <p>Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.</p> | <p>Climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources.</p> |
| <p>Snow, cold, hot, sunny, windy, rainy, cloudy, jumpers, trousers, shorts, tshirts, coats, raincoat, warm, waterproof</p>   | <p>Snowy, rain, hot, sunny, cloudy, windy, summer, winter, spring, autumn, leaves, fall, icy</p>  | <p>spring, summer, autumn, winter, sun, rain, wind, snow, fog, hail, sleet</p>   |   | <p>waterspouts, tropical cyclones, extratropical cyclones, blizzards, ice storms</p>              |  |   |   |
| <p>Talk about the weather in other countries and how it is different to the UK</p>   | <p>Talk about the similarities and differences between weather in other countries and the UK</p> <p>Name the different terrains in</p>  | <p>Identify patterns in daily and seasonal weather.</p>  | <p>Describe simple weather patterns of hot and cold places.</p> | <p>Explain how the weather affects the use of urban and rural environments.</p>                   | <p>Explain climatic variations of a country or continent.</p>  | <p>Explain how the climate affects land use.</p>  | <p>Evaluate the extent to which climate and extreme weather affect how people live.</p>   |



## Geography progression at Alderman Cogan's Primary Academy

|  |   |   |  |  |  |  |   |
|--|---|---|--|--|--|--|---|
|  | other countries   |   |  |  |  |  |   |
| <b>Physical processes</b>                            |   |   |  |  |  |  |   |
| Know some changes in the natural world around them.  | Know some important processes and changes in the natural world around them.           | Weather is a physical process.  | Erosion is a physical process that involves the weathering and movement of natural materials. Erosion is caused by wind and water. | Volcanic eruptions and earthquakes happen when two tectonic plates push, pull or slide alongside each other. | Water is constantly recycled through a process called the water cycle.<br><br>There are 4 stages to the water cycle. | Soil fertility, drainage and climate influence the placement and success of agricultural land. | Physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement. |
| Ice, melt, leaves, fall, colours: brown, green, red  | Ice, melt, leaves, wind, colours, wet, dry  | weather   | rock, sand, soil, waves, floods, rivers, rainfall  | push, pull slide, epicentre  | water cycle, evaporation, condensation, precipitation, collection, changing state, heating, cooling                  | soil fertility, drainage, climate, agricultural  | earthquake, volcanic eruptions, landslides, tectonic activity, erosion, wind, water, ice, deposit, stone, silt, ice                                     |
| Discuss the changes in the natural world around them | Talk about some important processes and changes in the natural world e.g. ice melting | Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity. | Describe, in simple terms, the effects of erosion.   | Explain the physical processes that cause earthquakes and volcanic eruptions.                                | Use specific geographical vocabulary and diagrams to explain the water cycle.  | Describe how soil fertility, drainage and climate affect agricultural land use.                | Describe the physical processes, including weather, that affect two different locations.  |
| <b>Geographical resources</b>                        |   |   |  |  |  |  |   |



## Geography progression at Alderman Cogan's Primary Academy

|  |  |  |   |   |   |  |  |
|--|--|--|---|---|---|--|--|
| Photographs show pictures.                         | Photographs show us pictures in different ways (aerial view, front)<br><br>Maps, globes show us the world, areas of land | An aerial photograph shows an area of land from above.                       | An aerial photograph can be vertical or oblique.  | Maps, globes and digital mapping tools can help to locate and describe significant geographical features.       | An atlas is a collection of maps and information.   | Aerial photography is used in cartography, land-use planning and environmental studies.  | Satellite images are photographs of Earth taken by imaging satellites.   |
| Photograph, front, back, side                      | Above, side, in front, behind, map, globe, world, countries, roads, houses   | aerial photograph, plan, above   | vertical, oblique, side   | map, globe, digital mapping, locate   | topography, boundaries, climatic, social, economic statistics   | cartography, land-use planning, environmental studies  | satellite  |
| Talk about the detail in photographs               | Talk about the features of photographs including the angle<br><br>Talk about the features of maps and globes             | Identify features and landmarks on an aerial photograph or plan perspective. | Study aerial photographs to describe the features and characteristics of an area of land. | Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. | Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. | Analyse and compare a place, or places, using aerial photographs, atlases and maps.  | Use satellite imaging and maps of different scales to find out geographical information about a place.   |
| <b>Fieldwork</b>                                   |  |  |   |   |   |  |  |
| Fieldwork includes observations in the environment | Fieldwork includes observing changes in the natural environment  | Fieldwork includes going out in the environment to look.                     | Fieldwork can help to answer questions about the local environment.                       | The term geographical evidence relates to facts, information and numerical data.                                | Fieldwork techniques can provide evidence to support and answer a geographical hypothesis.  | A geographical enquiry can help us to understand the physical geography or human geography of an area and the impacts on the surrounding environment.<br><br>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. | Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.<br><br>Interpret and construct pie charts and line graphs and use these to solve problems.<br>Calculate and interpret the mean as an average. |

## Geography progression at Alderman Cogan's Primary Academy

|  |   |  |  |   |   |   |  |
|--|---|--|--|---|---|---|--|
|  |   |  |  |   |   | Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.       |  |
| Questions, I can see...  | Questions, I can see...<br>This happened because....  | questions, photographs, measurements, samples  | observing, measuring, identifying, classifying, recording  | facts, information, numerical data  | sketch maps, data collection, digital technologies, hypothesis  | rivers, coasts, weather, rocks, population changes, migration, land use, changes to inner city, urbanisation, developments, tourism | analysing, concluding, communicating, reflecting, responding   |
| Discuss observations made in the environment e.g. leaves falling off trees | Discuss observations of changes in the natural environment<br><br>Draw pictures of observations | Carry out fieldwork tasks to identify characteristics of the school grounds or locality. | Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.                | Gather evidence to answer a geographical question or enquiry.   | Investigate a geographical hypothesis using a range of fieldwork techniques.  | Construct or carry out a geographical enquiry by gathering and analysing a range of sources.  | Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. |
| <b>Natural and man-made materials</b>                                      |   |  |  |   |   |   |  |
| Know what houses are made out of   | Know that buildings can be made out of different materials.                                     | A material is something used to build or make something else.                            | Materials found in the environment can be natural and man-made.<br><br>Natural and man-made materials are used to make human features. | There are three main types of rock found in the Earth's crust: sedimentary, igneous and metamorphic. - Science link                         | Rivers transport materials in four ways: solution, suspension and saltation.<br><br>Different types of soil include clay, sandy, silty and loamy. | The topography of an area intended for agricultural purposes is an important consideration.   | The polar oceans are significantly colder than other world oceans.                                       |
| Bricks, cement   | Bricks, cement, wood,   | material   | rock, stone, water, sand, soil, water, clay, brick, glass, plastic, concrete   | sedimentary, igneous, metamorphic, sediment, settles, soft, permeable, layers, fossils, hard, shiny, crystals, magma, lava, tectonic plates | solution, suspension, saltation, minerals, dissolved, carried, peddles, stones, riverbed, traction, large boulders                                | topography, agricultural purposes, slide, gradient, soil erosion  | polar, sea ice, glaciers, icebergs   |
| Talk about buildings that  | Identify the materials that   | Identify natural and man-made materials  | Describe the properties of natural and man-made  | Name and describe the types, appearance and   | Describe and explain the transportation of materials  | Explain how the topography and soil type  | Explain how the presence of ice makes  |

## Geography progression at Alderman Cogan's Primary Academy

|  |  |  |  |   |   |  |   |
|--|--|--|--|---|---|--|---|
| are made out of bricks and cements   | buildings are made out of  | in the environment.  | materials and where they are found in the environment.   | properties of rocks.  | by rivers.<br>Describe the properties of different types of soil.   | affect the location of different agricultural regions.   | the polar oceans different to other oceans on Earth.  |
| <b>Physical features</b>   |  |  |  |   |   |  |   |
| Know natural features in their environment                                   | Know natural features in their environment and other countries                                 | Physical features are naturally-created features of the Earth.   | A physical feature is one that forms naturally, and can change over time due to weather and other forces.  | A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape.  | Mountains form over millions of years. There are five types of mountain: fold, fault-block, volcanic, dome and plateau. | North America is broadly categorised into six major biomes.<br><br>South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands.                            | The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere.<br><br>Antarctica is a continent located in the Southern Hemisphere. |
| Grass, mud, trees,   | Grass, mud, trees, sand, desert, field   | natural  | Forces, change over time   | meeting points, tectonic plates, magma chamber, vent, Earth's surface, lava, hot ash, mudslides<br><br>inner core, solid iron, nickel, liquid iron, solid rock, molten rock | tectonic plates, push, move apart, Earth's crust, fold, fault-block, volcanic, dome, plateau                            | biome, tundra, coniferous forest, grasslands (prairie), deciduous forest, desert, tropical rainforest.<br><br>desert, alpine, rainforest and grasslands  | Arctic Ocean, Canada, the USA, Denmark, Russia, Norway, Iceland<br><br>glaciers, icebergs, ice caps, ice sheets, ice shelves, sea ice.  |
| Talk about the natural features in the environment such as grass, mud, trees | Talk about the natural features in the environment and others countries such as fields, desert | Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. | Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. | Describe the parts of a volcano or earthquake.<br><br>Name and describe properties of the Earth's four layers.  | Identify, describe and explain the formation of different mountain types.   | Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. | Compare and describe physical features of polar landscapes.   |
| <b>World</b>   |  |  |  |   |   |  |   |

## Geography progression at Alderman Cogan's Primary Academy

| Geography progression at Alderman Cogan's Primary Academy           |  |   |  |  |  |  |  |
|---|--|---|--|--|--|--|--|
| <p>Know the world has other countries</p> <p>The world has seas</p> | <p>Know the world has different countries and oceans</p>                           | <p>A continent is a large area of land.</p> <p>There are 7 continents and 5 oceans in the world.</p>  | <p>An ocean is a large sea. There are five oceans and 7 continents on our planet.</p> <p>The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.</p> | <p>Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium.</p> <p>Russia is part of both Europe and Asia.</p>             | <p>The North American continent includes the countries of the USA, Canada and Mexico.</p> <p>The South American continent includes the countries of Brazil, Argentina and Chile.</p>                           | <p>Major cities around the world include London in the UK, New York in the USA, Shanghai in China.</p> | <p>Geographical interconnections are the ways in which people and things are connected.</p>                    |
| <p>Countries, sea,</p>  | <p>Countries, sea, ocean</p>   | <p>continent, ocean</p>   | <p>Africa, Antarctica, Asia, Australia, Europe, North America and South America</p> <p>Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean.</p>                                    | <p>Europe, United Kingdom, France, Spain, Germany, Italy, Belgium</p>  | <p>USA, Canada, Mexico, Central American, countries of Guatemala, Honduras, Nicaragua, Costa Rica, Panama</p> <p>Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia, Paraguay.</p> | <p>London in the UK, New York in the USA, Damascus in Syria, Mecca in Saudi Arabia</p>                 | <p>geographical interconnections, people, connections</p>  |
| <p>Name countries in the world</p>                                  | <p>Name countries in the world such as Australia, Spain</p>                        | <p>Name and locate the world's seven continents and five oceans on a world map.</p>   | <p>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p>  | <p>Locate countries and major cities in Europe (including Russia) on a world map.</p>  | <p>Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.</p>   | <p>Name, locate and describe major world cities.</p>   | <p>Explain interconnections between two or more areas of the world.</p>  |
| <b>UK</b>   |  |   |  |  |  |  |  |
| <p>Know that we live in England</p>                                 | <p>Know that we live in England and it is part of the UK</p> <p>Hull is a city</p> | <p>The United Kingdom (UK) is a union of four countries.</p> <p>A capital city is a city that is home to the government and ruler of a country.</p> | <p>The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks.</p>   | <p>Counties of the United Kingdom include Derbyshire, Sussex and Warwickshire.</p> <p>Major cities of the United Kingdom include London, and Birmingham.</p> | <p>Significant rivers of the UK include the Thames, Severn and Ouse.</p> <p>Significant mountains and mountain ranges include Ben Nevis and Snowdon.</p>   | <p>Relative location is where something is found in comparison with other features.</p>                | <p>A geographical pattern is the arrangement of objects on the Earth's surface in relation to one another.</p> |

## Geography progression at Alderman Cogan's Primary Academy

|  |   |   |   |  |  |   |  |
|--|---|---|---|--|--|---|--|
| England, country   | England, Hull, city, town   | England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff   | size, landscape, capital city, language, currency, key landmarks  | Derbyshire, Sussex and Warwickshire  | Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan<br><br>Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands, Pennines   | relative location, comparison, features   | geographical patterns, arrangements, relation  |
| Name the country we live in                              | Name the country we live in<br><br>Say that England is part of the UK                             | Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.   | Identify characteristics of the four countries and major cities of the UK.  | Name, locate and describe some major counties and cities in the UK.  | Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.<br><br>Identify the topography of an area of the UK using contour lines on a map.  | Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.   | Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.   |
| <b>Location and Position</b>                             |   |   |   |  |  |   |  |
| The weather is different in different parts of the world | Countries have different weather patterns<br><br>Know the features of different countries terrain | Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator.<br><br>The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. | The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres.<br><br>The four cardinal points on a compass are north, south, east and west. | Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.<br><br>The eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. | The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose.<br><br>The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW). | The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres.<br><br>Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel.<br><br>Accurate grid references identify the position of key physical and human features. | The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.<br><br>Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area.<br><br>Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area. |

## Geography progression at Alderman Cogan's Primary Academy

|  |  |  |  |  |   |  |   |
|--|--|--|--|--|---|--|---|
| Weather, hot, cold, sunny, rainy, snowy                | hot, cold, warm, snowy, freezing, snow drift, icebergs, desert, rainforest   | equator, Northern hemisphere, Southern hemisphere, weather, animals, plants<br><br>behind, next to, in front of, left, right, straight ahead, turn   | North Pole, South Pole<br><br>north, south, east and west, route, directions   | latitude, longitude, Prime Meridian<br><br>north, south, east, west, north-east, north-west, south-east, south-west                                  | Tropic of Cancer, Tropic of Capricorn<br><br>cardinal directions, intercardinal direction   | Greenwich  | 0°, horizontal, vertical  |
| Talk about the weather in different parts of the world | Talk about the weather in other countries and how it is different to the UK<br><br>Name the terrain in other countries | Locate hot and cold areas of the world in relation to the equator.<br><br>Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. | Locate the equator and the North and South Poles on a world map or globe.<br><br>Use simple compass directions to describe the location of features or a route on a map. | Locate significant places using latitude and longitude.<br><br>Use the eight points of a compass to locate a geographical feature or place on a map. | Identify the location of the Tropics of Cancer and Capricorn on a world map.<br><br>Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. | Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).<br><br>Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. | Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).<br><br>Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. |
| <b>Maps</b>  |  |  |  |  |   |  |   |
| A map shows us places                                  | A map has roads, parks, landmarks  | A map has symbols to show where things are located.  | Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical                                  | Four-figure grid references give specific information about locations on a map.  | A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference.   | Relief maps show the contours of land based on shape and height.<br><br>Contour lines show the elevation of the land,  | A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify  |

## Geography progression at Alderman Cogan's Primary Academy

|  |  |                                    |   |   |   |  |  |
|--|--|------------------------------------|---|---|---|--|--|
|  |  |                                    | feature.  |   |   | joining places of the same height above sea level.                     | height above sea level and map symbols to identify physical and human features.  |
| Map  | Map, landmarks, roads, parks                         | map, key                           | geographical feature  | grid reference, easting, northing   | precise   | relief, elevations, contours of land, contour lines                    | shape, height, steep, sloping, flat  |
| Explore maps of the UK<br><br>Draw maps of the classroom/out door area | Pinpoint roads, parks and landmarks on a map of Hull | Draw or read a simple picture map. | Draw or read a range of simple maps that use symbols and a key. | Use four-figure grid references to describe the location of objects and places on a simple map. | Use four or six-figure grid references and keys to describe the location of objects and places on a map | Identify elevated areas, depressions and river basins on a relief map. | Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. |