

Hill West Primary School Progressive Learning Journey for Geography



	Geographical Enquiry and Skills	Knowledge and Understanding of Places	Knowledge and Understanding of Patterns and Processes
Y e a r 1	<p>I can use a simple map identifying the location of features and routes.</p> <p>I am beginning to use compass directions including North, South, East and West.</p> <p>I can use the language of directions; near, far, left and right.</p> <p>I can make observations using some geographical vocabulary including weather, hill, river, soil, season, ocean, city, town, farm and shop.</p> <p>I can find out about a place in the local area by carrying out fieldwork and enquiry.</p> <p>I can study the geography of our school and our grounds.</p>	<p>I am beginning to identify the seven continents of the world.</p> <p>I can demonstrate an understanding that there are different oceans in the world.</p> <p>I can locate the U.K on a world map.</p> <p>I can identify where the North and South Pole are located on a world map and I know that these places are cold.</p> <p>I can demonstrate an understanding that the U.K comprises four countries.</p> <p>I know the capital city of England is London and I know about some of its landmarks.</p>	<p>I can use subject specific vocabulary to describe different types of weather in the U.K including storms, rain, snow, sunny days, heat waves.</p> <p>I am beginning to identify seasonal changes in weather for the U.K.</p> <p>I can demonstrate an understanding of why some places are hot and cold in relation to the Equator.</p>

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Y e a r 2	<p>I can create a map with a symbols key.</p> <p>I can use a world map, an atlas and a globe to identify the U.K, continents and oceans.</p> <p>I can use the four compass directions.</p> <p>I can make observations during fieldwork and explain what I can see using appropriate geographical vocabulary.</p> <p>I can use basic geographical vocabulary including; beach, cliff, coast, forest, mountain, sea, ocean, river, soil, hill, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>I am beginning to use secondary sources including aerial photographs/plan perspectives when comparing our local area to Tanzania.</p>	<p>I can identify the seven continents of the world.</p> <p>I can name the five oceans of the world.</p> <p>I can identify which continent I live on.</p> <p>I know the names of the seas surrounding the U.K.</p> <p>I can name the four capital cities of the United Kingdom and locate them on a map.</p> <p>I can demonstrate some understanding of the differences between villages, towns and cities.</p> <p>I can compare my local area to a non-European country, developing a curiosity/fascination about the wider world and its people.</p> <p>I know about significant world landmarks.</p>	<p>I am beginning to understand different climates.</p> <p>I can compare weather in different places.</p> <p>I can demonstrate an understanding that countries nearer the equator are hotter.</p> <p>I know that weather has an impact on the physical features of a location.</p>

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Y e a r 3	<p>I know and can use the eight points of a compass.</p> <p>I can demonstrate the ability to read a range of maps using different symbols and keys.</p> <p>I can use basic techniques in fieldwork including: Measuring and recording – tally and bar chart to show volume of cars Sketching – a street view of the local area showing perspective</p> <p>I can study aerial maps and use Google Maps to become familiar with the heights of the mountains.</p>	<p>I can identify the location of the U.K. in relation to mainland Europe.</p> <p>I can name the seas around the U.K.</p> <p>I can locate the world's countries using maps to focus on North and South America and Europe, including Russia.</p> <p>I can identify the position of the Northern and Southern hemispheres.</p> <p>I can locate Paris on a world map and know about its human and physical features.</p> <p>I understand geographical similarities and differences between the U.K and Paris.</p> <p>I can describe physical topography of a region including mountains, hills, rivers, volcanoes.</p> <p>I know facts about the Alps, including where they are located.</p>	<p>I know that some weather can cause disruption, for example: hurricanes, tornadoes, cyclones.</p> <p>I can demonstrate an awareness of local environmental issues, for example congestion on Clarence Road, and suggest how the local area can be improved.</p> <p>I am beginning to understand how mountain ranges form, focusing on The Alps.</p> <p>I can recognise some of the features of the Alps, including recognising some glacial features.</p> <p>I can describe how volcanoes are formed, studying Mount Vesuvius.</p>

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Y e a r 4	<p>I am able to use maps, atlases and digital computer mapping to follow the journey of a river and record the place names it passes through.</p> <p>I can sketch a map of a river and begin to notice features along the way.</p> <p>I can use four figure grid references (OS Maps).</p> <p>I am beginning to use digital technologies in fieldwork, including google maps, photographs and bar and pie charts.</p> <p>I can interpret, evaluate and use secondary sources to support fieldwork, including aerial photographs, maps, first-hand accounts.</p>	<p>I can name and locate some counties in the U.K.</p> <p>I can describe how physical/human topography of the U.K. changes through time.</p> <p>I can investigate the relationship between rivers and settlements in Britain by finding the mapped area of towns and cities along the course of 5 different rivers.</p> <p>I can begin to understand the key features of rivers, the geographical vocabulary and definitions.</p> <p>I can compare a small area of the U.K. to an Indian village, including pie charts to compare land use and types of settlement.</p> <p>I can identify the Tropics of Cancer and Capricorn.</p> <p>I know, can name and can locate countries most affected by earthquakes.</p>	<p>I can describe and understand key aspects of physical and human geography for India.</p> <p>I know how a river forms on high ground and how it changes as it journeys to the sea.</p> <p>I can demonstrate an understanding of wider environmental issues.</p> <p>I can demonstrate a knowledge of how earthquakes occur.</p> <p>I am beginning to understand global economic and trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

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Y e a r 5	<p>I can create labelled, annotated drawings to explain the water cycle.</p> <p>I can use Geographical Information Systems (G.I.S) to measure rainfall over a given period.</p> <p>I am beginning to create simple lines of enquiry to investigate.</p> <p>I can present my findings in different ways (sketches/tables/graphs etc.)</p> <p>I can create a relief map showing world rainforests.</p> <p>I am beginning to use six figure grid references (OS).</p>	<p>I can name and locate some counties and cities in the U.K., using a range of locational and directional language.</p> <p>I can locate and name European cities.</p> <p>I can name some European capital cities.</p> <p>I can identify the key physical and human characteristics of the Americas.</p> <p>I can identify the position and significance of the Equator, Northern and Southern hemisphere and the Tropics of Cancer and Capricorn.</p> <p>I am beginning to understand time zones (GMT/Prime Meridian).</p> <p>I can use geographical knowledge and vocabulary linked to rainforests.</p> <p>I can locate main world tropical rainforest regions, focusing specifically on the Amazon.</p> <p>I can develop an understanding of the similarities and differences of another culture, namely an Amazonian Tribe.</p>	<p>I can identify human and physical characteristics of a contrasting U.K. locality; Aberdovey.</p> <p>I can understand why coastlines are so varied and why they are always changing.</p> <p>I can begin to identify the impact of humans on the coastal landscape.</p> <p>I can identify what difficulties coastal plants and animals may need to overcome and to begin to identify how they have adapted to their environment.</p> <p>I can revisit the key features of rivers and relate this to the water cycle.</p> <p>I can understand the concept of the water cycle including evaporation and condensation.</p> <p>I can identify features of each layer of the rainforest.</p> <p>I can articulate the positive and negative points of deforestation.</p> <p>I can demonstrate a knowledge and understanding of global trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

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Y e a r 6	<p>I can use six figure grid references.</p> <p>I can find a location using latitude and longitude.</p> <p>I can use symbols and keys on Ordnance Survey maps.</p> <p>I can articulate my knowledge of the U.K. and wider world.</p> <p>I can develop an appropriate line of enquiry.</p> <p>I can confidently use G.I.S.</p> <p>I can use aerial and satellite imagery to identify changes in the physical landscape.</p>	<p>I can identify the major capital cities of the world.</p> <p>I can identify the position of and describe the significance of latitude and longitude.</p> <p>I can locate the Arctic and Antarctic circles, and know the impact of climate change.</p> <p>I can compare the similarities and differences of a region in Australasia and the Amazon.</p>	<p>I can describe the global distribution of climate zones.</p> <p>I can understand the term ‘biome’ and identify biomes of the world.</p> <p>I can understand features of biomes, including vegetation, wildlife and climate.</p> <p>I can understand and empathise with indigenous peoples of a biome, by having a glimpse into the temperatures, vegetation and wildlife they experience.</p> <p>I can understand the role of the water cycle in a biome.</p> <p>I understand the delicate interdependent nature of ecosystems and know about global environmental problems and solutions.</p> <p>I can demonstrate an understanding of how climate impacts vegetation belts.</p> <p>I can demonstrate an understanding of long-term variations in weather and climate over long periods of time and the impact of this.</p> <p>I can demonstrate an awareness of how human and physical processes interact to influence and change landscapes, environment and climate in Australia.</p> <p>I can demonstrate an understanding of human geography relating to population and urbanisation.</p>