



Porters Grange Primary School

## Geography Learning Sequence

### Locational Knowledge

Early Years	Explore the school environment and the immediate surrounding of the school, identifying and describing key geographical features and characteristics and how environments may differ from one another.
Year 1	Name and locate the world's seven continents and five oceans. (NC) (CQ) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC) (A particular focus on England and London as the Capital city.) Use world maps, atlases and globes to identify the United Kingdom and its countries, the continents and oceans. (CQ)
Year 2	Name and locate the world's seven continents and five oceans. (NC) (Specific focus on the Americas and the surrounding seas.) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (NC)(CQ) (Focus on Wales, Ireland and Scotland.) Identify the key feature of a location in order to say whether it is a city, town, village, coastal or rural area. (CQ) Use world maps, atlases and globes with accuracy to identify the United Kingdom and its countries, as well as the countries and continents and oceans studied. (CQ)
Year 3	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. (NC)(CQ) Locate the world's countries, using maps (atlases, globes and digital mapping (CQ)), to focus on Europe (including the location of Russia), concentrating on their major environmental regions, key physical and human characteristics, countries and major cities. (NC)(CQ)
Year 4	Locate the world's countries, using maps (atlases, globes and digital mapping (CQ)), to focus on North and South America, concentrating on their major environmental regions, key physical and human characteristics, countries and major cities. (NC) Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the date time zones. (NC) (CQ) Describe some of the characteristics of these geographical areas. (CQ)
Year 5	Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night). (NC) Locate the world's countries, using maps, concentrating on their major environmental regions, key physical and human characteristics, countries and major cities. (NC)
Year 6	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changes over time. (CQ) Describe how locations around the world are changing and explain some of the reasons for change. (CQ)



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### Place Knowledge

Early Years	Develop a sense of place through understanding their locality. Know about some similarities in relation to places, objects, materials and living things. Talk about changes in environments.
Year 1	Understand the similarities and differences through the study of human and physical geography of regions within the United Kingdom. (NC)
Year 2	Understand the similarities and differences through the study of human and physical geography of a region of the United Kingdom and a small area in a contrasting non-European country. (Brazil) (NC)(CQ) Identify land use around the school. (CQ)
Year 3	Understand the similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. (NC) Describe geographical similarities and differences and differences between countries. (CQ) Describe how the locality of the school has changed over time. (CQ)
Year 4	Understand the similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America (NC) Understand the similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America (NC) Describe geographical similarities and differences and differences between countries with increasing detail.
Year 5	Identify and describe how the physical features affect the human activity within a location (CQ) Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. (CQ) Understand reasons for geographical similarities and differences between countries. (CQ)
Year 6	Collect and analyse statistics and other information in order to draw conclusions about places. (CQ) Describe how countries and geographical regions are interconnected and interdependent. (CQ)



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### Human and Physical Geographical Knowledge

Early Years	Begin to use basic geographical vocabulary to refer to their location and locations they read about through stories. Make observations about plants and animals and explain why some things occur.
Year 1	Identify seasonal and daily weather patterns in the United Kingdom (NC) (CQ) Use basic geographical vocabulary to refer to: Key physical features including: beach, coast, hill, sea, ocean, river, soil, season, weather. (NC)(CQ)
Year 2	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (NC) (CQ) Use basic geographical vocabulary to refer to: Key physical features including: (beach, coast, hill, sea, ocean, river, soil, season, weather) (NC) (CQ)
Year 3	Describe and understand key aspects of: Physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes and the water cycle(NC) Describe and understand key aspects of: Human geography, including: settlement and land use (In relation to the UK and Europe) (NC) Use a range of resources to describe the key physical and human features of a location. (CQ)
Year 4	Describe and understand key aspects of: Human geography, including: settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water (In relation to North and South America and in understanding migration.) (NC) Use a range of resources to describe in detail key physical and human features of a location and begin to express their own views and opinions.
Year 5	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts(NC) Describe and understand key aspects of: Human geography, including: settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water (NC) (In relation to energy and sustainability.) Describe geographical diversity across the world. (CQ)
Year 6	Describe and understand key aspects of: Human geography, including: settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water (NC) (In developing and understanding of population and globalisation)



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### Geographical Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	<p>Ask and answer geographical questions such as: What is this place like? Who will I see in this place? What do people do in this place?</p> <p>Make simple observations</p> <p>Record observations</p>	<p>Ask and answer questions beginning to understand the separation of human and physical characteristics.</p> <p>Begin to collect and record evidence</p> <p>Describe why things happen</p> <p>Make simple comparisons</p>	<p>Ask and answer geographical questions about the human and physical characteristics of a location. (CQ)</p> <p>Collect and record evidence in different ways with support.</p> <p>Analyse evidence and draw conclusions.</p> <p>Explain own views of locations, giving reasons. (CQ)</p>	<p>Offer ideas of how to respond to a geographical enquiry question.</p> <p>Analyse evidence and draw conclusions. Show some understanding of cause and effect and the interaction between physical and human processes.</p> <p>Develop reasoned arguments to explain findings</p>	<p>Suggest questions for enquiry and refine them with support.</p> <p>Select methods of recording for different aspects of enquiry.</p> <p>With support express well-balanced opinions, rooted in very good knowledge and understanding. (CQ)</p> <p>Analyse evidence and draw conclusions. Demonstrate a clear understanding of the interaction between human and physical processes</p>	<p>Suggest appropriate questions for geographical enquiry</p> <p>Collect and analyses statistics and other information in order to draw clear conclusions about locations (CQ)</p> <p>Explain reasons for conclusions and patterns they have found.</p> <p>Express well-balanced opinions, rooted in very good knowledge and understanding. (CQ)</p>
Presentation of findings	<p>Use subject specific vocabulary relating to human and physical geography to describe locations and places. (NC)</p>	<p>-Information fact sheets/posters, brochures and guides</p> <p>- Simple drawings</p> <p>-Simple block graphs, tally charts, Venn diagrams</p>	<p>-Non chronological reports, explanations</p> <p>- Diagrams, drawings</p> <p>- Sketch maps,</p> <p>- Pictograms, bar charts, tables</p>	<p>-Debate, extended writing</p> <p>-Detailed diagrams</p> <p>- Maps</p> <p>- Bar charts, tables, time graphs</p>	<p>- Persuasive letter, extended explanation</p> <p>-Field sketches</p> <p>-Sketch maps</p> <p>- Tables/graphs specifically selected for a purpose</p>	<p>-Thematic maps</p> <p>-Extended writing – balanced arguments</p> <p>- Pie charts, line graphs</p>

Fieldwork	Use observational skills to study the geography of the school and its grounds. (CQ)	Use simple field work to study the key human and physical features of the environment surrounding the school. (CQ)	Observe and record the human and physical features in the local area using plans, graphs and sketch maps and digital technologies. (CQ)		Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	
Direction and Location	Use locational language in context ensuring secure understanding of the terms.	Use compass directions (N,S,E,W) and locational language (e.g. near, far) to describe location of features and routes on a map. (CQ)	Use the eight points of a compass and four figure grid references.	Apply knowledge and skills to maps of the wider world.	Use longitude and latitude in atlases and on world maps.  Use six figure grid references on OS maps  Identify and explain how the physical features affect the human activity within a location.	Identify and describe the geographical significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones. (CQ)
Map Knowledge	Identify places using maps, atlases and globes	Identify places using a variety of maps, aerial images and plan perspectives	Identify countries of UK and Europe and their significant physical and human characteristics	Identify continents, and countries of the Americas and their significant physical and human characteristics	Identify significant places and environments	Describe geographical diversity across the world
Using Maps	Follow a route on a map in the school environment.	Follow a route on a map in the local area  Use simple grid references (A1, B1) (CQ)	Use maps, atlases, globes to locate countries and describe physical features	Use maps, atlases, globes to locate countries and describe physical and human features  Explore and understand thematic maps and their uses  Read a natural resource map	Compare maps with aerial photographs  Use atlases to find out about features of place such as where the wettest part of the world is.  Use maps of locations to identify patterns (such as climate zones.)	Interpret thematic maps and explain their findings  Locate places on a world map

Drawing Maps	Be familiar with a range of maps and plans. Begin to draw some.	Devise a simple map (CQ) of a short route with the features recorded in the correct order.	Make a simple scale drawing.	Create a natural resource map.	Draw a thematic map based on their own data.  Draw a sketch map	Create maps of locations identifying patterns (such as: land use, population densities)
Representation	Use a simple key for a fictional map.	Use and construct basic symbols in a key.(CQ)	Know why a key is needed.  Recognise and use OS symbols	Use a key in atlases to interpret a range of maps.	Analyse and give views on the effectiveness of different geographical representations of a location. (such as: aerial images compared with OS maps and tourist maps)	Use the symbols in an atlas to interpret abstract maps.
Scale and Distance	Recognise the UK on small and larger scale maps.	Identify and locate key features in the local area on different scale maps and plans.	Measure a straight line distance on a plan  Find and recognise places on maps of different scales such as rivers and mountains.	Match and locate country boundaries on different scale maps.  Begin to understand how to use scale to measure distance on a map.	Use scale to measure distances  Use maps and plans at a range of scales  Draw maps and plans at different scales.	Use a scale to measure distances
Perspective	Explore plan view maps and aerial photographs.	Use aerial images, and plan perspectives to recognise landmarks and basic physical features. (CQ) Make a plan view map by looking down on a simple object.	Draw a sketch map from a high view point.		Draw a plan view map with accuracy	
Style of Map	Explore a range of maps, tube, tourist, atlases, globes etc.	Use a variety of maps to identify and locate features. (Teacher drawn plan view, atlases, globes, OS, tourist.)	Use large scale OS maps Use junior atlases Explore different types of maps on 'Digimaps' software e.g. historical. Use aerial images from google earth to identify features.	Use atlases including index and contents pages. Identify features on aerial/oblique photographs.	Use large and medium scale OS maps  Recognise world map as a flattened globe.	Confidently use an atlas including the maps illustrating human characteristics such as population.