

'A CURRICULUM TO INSPIRE'

What Makes a Good Mountfields Lodge Geographer?

- Can demonstrate **perseverance** when **exploring** the geographical world using a range of sources.
- Has the ability to **communicate** an excellent knowledge of where places are and what they are like.
- **Explores** how places are interdependent and interconnected and how much human and physical environments are interrelated.
- Shows curiosity about the world around them and asks appropriate questions to satisfy their fascination about the world and its people.
- Demonstrates ability to **independently** reach clear conclusions and can develop a reasoned argument to explain findings using geographical vocabulary.
- Has the ability to **communicate** well-balanced opinions about current and contemporary issues in our world.
- Demonstrates an ability to present their work clearly and effectively.
- Shows competency in the geographical skills needed to explore, collect, analyse and communicate with a range of data gathered through experiences of fieldwork.
- Has a passion for geography and appreciates how it helps us understand our world and its people.

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Progression Map for Geography

Aspect of Subject	KS1	Y3/4	Y5/6
Locational Knowledge	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> locate Europe's countries and major cities (including the location of Russia) and North and South America. Focus on a choice of European countries to suit your children – Holiday destination, Family links, etc. Using these focus countries concentrate on key physical and human characteristics 	<ul style="list-style-type: none"> Using maps locate the world's continents and the significant countries and major cities within them, concentrating on environmental regions, key physical and human characteristics.
	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> name and locate some counties and cities of the United Kingdom and their key topographical features (including hills, mountains, coasts and rivers). Contrast 3 or 4 UK cities that are in very different areas eg York (rural) Blackpool (seaside) etc 	<ul style="list-style-type: none"> Based on previous knowledge of UK counties and cities identify geographical regions and their human and physical characteristics and land-use patterns, understand how some of these aspects have changed over time.
	<ul style="list-style-type: none"> Identify the position and significance of the Equator and the North and South Poles. 	<ul style="list-style-type: none"> identify the position and significance the Equator, Northern Hemisphere, Southern Hemisphere. 	<ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)



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Place Knowledge	<ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of our local area, and that of our partner school's local area in Zambia . 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America (rainforests) 	<ul style="list-style-type: none"> understand geographical 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 (eg: Alps).
Human and Physical Geography	<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> Identify weather patterns in different climate zones. (polar, Temperate and Tropical Zones) – could compare local climate with Zambian climate. Understand the impact of climate on human Geography.
	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, farmland, season and weather 	<ul style="list-style-type: none"> describe and understand key aspects of the water cycle 	<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: biomes (A biome is a large geographical area of distinctive plant and animal groups, which are adapted to that particular environment eg desert, rainforest, alpine, tundra, savannah, deciduous forests) and rivers, mountains, volcanoes and earthquakes.
	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> describe and understand key aspects of: human geography, including: types of settlement (city, town, village, hamlet, isolated farm)and land use (agriculture, forestry, industrial, residential). Understand the impact of humans on their local environment. 	<ul style="list-style-type: none"> describe and understand key aspects of: human geography, focussing on the UK trade links. (How goods are transported using Rail, Road, Ships and planes.) Contrast with Zambia – lack of infrastructure / living off the land. Understand the importance of Fairtrade

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Geographical Skills and Field Work	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries studied / children's homelands 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map 	<ul style="list-style-type: none"> Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 	<ul style="list-style-type: none"> Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of a region of the United Kingdom and a region in a European country (eg: Alps).
	<ul style="list-style-type: none"> Use aerial photographs to recognise landmarks. Devise a simple map 	<ul style="list-style-type: none"> Use aerial photos and plan perspectives to recognise landmarks and physical features; devise a simple map; and use and construct basic symbols in a key 	<ul style="list-style-type: none"> Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> Use fieldwork to observe and measure the human and physical features in the local area using a range of methods, including sketch maps, and graphs. 	<ul style="list-style-type: none"> Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including plans and graphs, and digital technologies.



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