



# Burlington Junior School Geography



## Progression Grid

### Locational Knowledge

| Key Stage One   |  | Lower Key Stage Two   |  | Upper Key Stage Two  |  |
|---|--|---|--|--|--|
| Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
| <p>Name and locate the world's seven continents and five oceans.</p> <p>Name and locate the four countries and capital cities of the United Kingdom</p> | <p>Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> | <p>Recognise where the world's main climate zones are.</p> <p>To 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).</p> <p>To understand the Mediterranean is in Europe. Name the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local;</p> <p>To locate countries in Europe and the world using maps.</p> | <p>Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p> | <p>Recognise where the world's main climate zones are.</p> <p>Know more about the features of a variety of places around the world from local to global.</p> <p>To identify and discuss the key physical and human characteristics of Europe.</p> <p>Recognise the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil</p> <p>Discuss ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied;</p> <p>Identify the location of South-East Brazil and Rio de Janeiro within the South American continent;</p> <p>Observe the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas.</p> | <p>Know more about the features of a variety of places around the world from local to global and in different parts of the world.</p> <p>To 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).</p> <p>Know the location and principal features of the UK and their local region of Bridlington when seen at a range of scales, from the global to the immediately local.</p> |

## Key Words – Locational Knowledge

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <p><b>State:</b> an area of land with its own government. There are 50 states in the USA</p> <p><b>Latitude:</b> distance from the Equator</p> <p><b>Longitude:</b> distance from the Prime Meridian</p> <p><b>Grid reference:</b> a set of numbers used to find particular places on a map</p> <p><b>Europe:</b> Europe is a continent located entirely in the Northern Hemisphere and mostly in the Eastern Hemisphere. It comprises the westernmost part of Eurasia and is bordered by the Arctic Ocean to the north, the Atlantic Ocean to the west, the Mediterranean Sea to the south, and Asia to the east.</p> | <p><b>Equatorial:</b> the hot, wet climate in areas close to the Equator</p> |  | <p><b>Grid reference:</b> a set of numbers used to find particular places on a map</p> |
|--|--|--|--|--|--|

## Place Knowledge

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> </ul> | <ul style="list-style-type: none"> <li>Understand geographical similarities and differences by studying human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul> | <ul style="list-style-type: none"> <li>Show an understanding of the names and locations of the world's principal volcanoes and areas at risk from earthquakes;</li> <li>Begin to use and apply appropriate vocabulary when describing the location and distinctive features of volcanoes and earthquakes.</li> <li>Understand more about the links between different places and that some places depend on each other.</li> <li>Use appropriate vocabulary when describing place locations and map</li> </ul> | <ul style="list-style-type: none"> <li>Be aware that different places may have both similar and different characteristics.</li> <li>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (London and Bridlington)</li> <li>To know some of the names of – and key information on – the world's main rivers.</li> </ul> | <ul style="list-style-type: none"> <li>Use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing human processes; and when describing place locations and map features (e.g. the Equator and the world's hemispheres).</li> </ul> | <ul style="list-style-type: none"> <li>Understand about the links and relationships between different places and that make places dependent on each other.</li> <li>Discuss ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.</li> <li>Use appropriate vocabulary when describing key information about the UK and the local region to external audiences.</li> </ul> |
|---|---|---|---|---|---|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <p>features (e.g. the Equator and the world's hemispheres).</p> <ul style="list-style-type: none"> <li>To understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece).</li> <li>To understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece).</li> </ul> |  |  |  |
|--|--|--|--|--|--|

**Key Words - Place Knowledge**

|   |   |   |   |  |   |
|---|---|---|---|--|---|
| • | • | <p><b>Greece</b> – A country located in south eastern Europe with a population of 10.7 million.</p> | <p><b>Rocky Mountains in North America</b> - The Rocky Mountains, also known as the Rockies, are a major mountain range in western North America.</p> | <p><b>Amazon Rainforest</b> - The amazon Rainforest is a large, tropical rainforest occupying the drainage basin of the Amazon River and its tributaries in northern South America and covering an area of 2,300,000 square miles (6,000,000 square km).</p> | <p><b>United Kingdom</b> - The United Kingdom, made up of England, Scotland, Wales and Northern Ireland, is an island nation in north western Europe.</p> |
|---|---|---|---|--|---|

**Human and Physical Geography**

|  |  |   |   |  |  |
|--|--|---|---|--|--|
| <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>Use basic geographical vocabulary to refer to key physical features and human features.</li> </ul> | <ul style="list-style-type: none"> <li>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use more basic geographical vocabulary to refer to key physical features and human features.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to understand how people effect the environment.</li> <li>To describe and understand the main features and causes of volcanoes and earthquakes;</li> <li>Recognise how people can respond to a natural disaster, such as an earthquake;</li> <li>Recognise the main features and causes of volcanoes and earthquakes;</li> <li>Discuss ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens.</li> </ul> | <ul style="list-style-type: none"> <li>Name the key elements and features of a river;</li> <li>Name the key elements of the water cycle; and know of basic ideas about flood management;</li> <li>Begin to understand the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo);</li> <li>Say how some human beings have adapted to life in the rainforest and the Amazon.</li> <li>Describe the location and main human and</li> </ul> | <ul style="list-style-type: none"> <li>Describe and begin to explain geographical patterns and a range of physical and human processes.</li> <li>Recognise that these interact to affect the lives and activities of people living there.</li> <li>To describe and understand key aspects of physical geography, including: climate zones and mountains</li> <li>Name the main features and types of mountains.</li> <li>Know how some people have adapted to life in mountainous areas.</li> <li>Be aware of how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon;</li> </ul> | <ul style="list-style-type: none"> <li>Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places.</li> <li>Describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places.</li> <li>Discuss ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region;</li> <li>Know ways in which the location and physical geography of the UK and their</li> </ul> |
|--|--|---|---|--|--|

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | physical features of North and South America; | <ul style="list-style-type: none"> <li>Discuss ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains.</li> <li>Use and apply appropriate vocabulary when describing the location and distinctive features of mountains, the Mediterranean, Greece and Athens.</li> </ul> | local region impact on (and are impacted by) human activity in the region; |
|--|--|--|---|--|--|

### Key Words – Human and Physical Geography

|  |  |   |  |   |   |
|--|--|---|--|---|---|
| <ul style="list-style-type: none"> <li></li> </ul> | <ul style="list-style-type: none"> <li></li> </ul> | <p><b>Dome Mountains:</b> mountains formed by magma pushing upwards, but without a volcanic eruption</p> <p><b>Dormant:</b> a dormant volcano is one, like Kilimanjaro, that has not erupted for a long time</p> <p><b>Epicentre:</b> where an earthquake starts and is felt most strongly</p> <p><b>Fire Mountains:</b> mountains formed by volcanic eruptions</p> <p><b>Fold Mountains:</b> mountains formed by the earth's plates pushing together</p> <p><b>Tsunami:</b> a huge, powerful wave caused by an earthquake#</p> <p><b>Culture:</b> how a group of people does things as part of their way of life</p> <p><b>Human Features:</b> features of a place that are a result of human activity, such as shops, farms, homes and roads</p> <p><b>Landscape:</b> what you can see when you look across an area of land</p> | <p><b>Agriculture:</b> farming</p> <p><b>Biodiversity:</b> the number of different types of plants and animals found in a particular environment</p> <p><b>Biome:</b> a community of plants and animals that is suited to a particular climate</p> <p><b>Drainage:</b> how water flows away from an area through rivers and streams</p> <p><b>Ecosystem:</b> a community of plants and animals that affect each other and the area around them</p> <p><b>Erosion:</b> how wind, water and waves break down and remove rock and soil</p> <p><b>Flood Management:</b> stopping or controlling floods</p> <p><b>Flood Prevention:</b> stopping floods</p> | <p><b>Border:</b> A line that separates two countries. You may need a passport to pass from one country to the other</p> <p><b>Dome Mountains:</b> mountains formed by magma pushing upwards, but without a volcanic eruption</p> <p><b>Fault-Block Mountains:</b> mountains formed by parts of a broken plate being forced upwards</p> <p><b>Fire Mountains:</b> mountains formed by volcanic eruptions</p> <p><b>Fold Mountains:</b> mountains formed by the earth's plates pushing together</p> <p><b>Culture:</b> how a group of people does things as part of their way of life</p> <p><b>Human Features:</b> features of a place that are a result of human activity, such as shops, farms, homes and roads</p> <p><b>Rainforests:</b> forests that are home to many different types of plants and animals. They are located close to the Equator in places with a tropical</p> | <p><b>Industry:</b> the production of goods (such as cars) or services (such as tourism or entertainment)</p> <p><b>Land Use:</b> what land is used for (such as housing, recreation, farming, etc.)</p> <p><b>Sustainable Development:</b> change that respects the natural environment and doesn't harm future generations</p> <p><b>Development:</b> how places and communities change</p> <p><b>Economy:</b> the wealth and resources of a place</p> <p><b>Physical weathering</b> – the erosion of rocks over time.</p> <p><b>Chemical weathering</b> – the erosion of rocks due to acidic rain.</p> <p><b>Biological weathering erosion</b> – Weathering caused by plants and animals.</p> <p><b>Protection</b> – human intervention to protect the coast.</p> <p><b>Regeneration</b> - the regrowth of a damaged area.</p> |
|--|--|---|--|---|---|

|  |  |   |  |  |   |
|--|--|---|--|--|---|
|  |  | <p><b>Physical Features:</b> natural features of a place, such as mountains, rivers and seas</p> <p><b>Manufacturing:</b> making things, for example, in factories</p> <p><b>Recreation:</b> enjoyable activities, such as swimming or listening to music</p> <p><b>Tourism:</b> travelling as a holidaymaker or sightseer</p> <p><b>Trade:</b> exchanging goods or services, usually for money</p> <p><b>Climate:</b> long-term weather patterns</p> <p><b>Climate Zone:</b> a part of the world where places have a similar climate (i.e. arid, Mediterranean, temperate, tropical, polar)</p> <p><b>Landscape:</b> what you can see when you look across an area of land</p> <p><b>Precipitation:</b> rain, hail, fog, sleet and snow</p> <p><b>European Union:</b> a group of countries in Europe that co-operate on trade and many other aspects of life</p> | <p><b>Irrigation:</b> the supply of water, especially for growing crops</p> <p><b>River Basin:</b> the area of land drained by a river and all its tributaries</p> | <p>climate, which is warm and wet all year round</p> | <p>Headland</p> <p>Stack</p> <p>Stump</p> <p>Spit</p> <p>Deposition</p> <p>Wave cut platform.</p> |
|--|--|---|--|--|---|

## Geographical Skills and Fieldwork

|   |   |   |  |   |  |
|---|---|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Use world maps.</li> <li>• Use simple locational and directional language (near and far; left and right).</li> </ul> | <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UK, its countries, counties.</li> <li>• Use simple compass directions.</li> </ul> | <ul style="list-style-type: none"> <li>• Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments.</li> <li>• Begin to use Geographical words.</li> <li>• Begin to use globes, atlases and maps to identify the main human</li> </ul> | <ul style="list-style-type: none"> <li>• Use skills and evidence to answer a range of geographical questions.</li> <li>• Begin to investigate answers and use the correct vocabulary to share findings.</li> </ul> | <ul style="list-style-type: none"> <li>• Draw on knowledge and understanding to suggest suitable geographical enquiry questions.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods, ranging from sketch maps,</li> </ul> | <ul style="list-style-type: none"> <li>• Explain own views</li> <li>• Suggest own geographical enquiry. Select and use appropriate skills to conduct enquiry.</li> <li>• Present findings both graphically and in writing to reach a conclusion and evaluate the information.</li> <li>• Use four and six-figure grid references, symbols</li> </ul> |
|---|---|---|--|---|--|

|   |   |   |  |   |  |
|---|---|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of their school.</li> </ul> | <ul style="list-style-type: none"> <li>• Use aerial photographs and plans to recognise landmarks to devise a simple map.</li> <li>• Use simple fieldwork and observational skills to study the geography of the key human and physical features of the schools surrounding environment</li> </ul> | <p>and physical features of North and South America;</p> <ul style="list-style-type: none"> <li>• Observe, record, discuss and ask questions about the main features of the local area, based on direct experience.</li> <li>• Use globes and atlases to identify climate zones.</li> <li>• Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK</li> </ul> | <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• To confidently use the 4 points of a compass.</li> <li>• Know what 4 figure grid reference refer to.</li> <li>• Interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it;</li> </ul> | <p>plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> <li>• Suggest an appropriate sequence of events and use geographical skills to conduct an enquiry.</li> <li>• Communicate findings using the appropriate vocabulary.</li> <li>• Know what contour lines represent on a map.</li> <li>• Interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean).</li> <li>• Interpret a range of maps of the UK and the local region and apply this information to their understanding of it.</li> <li>• Use globes and atlases to identify the location of Greece and the Mediterranean;</li> <li>• Begin to interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;</li> <li>• Use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon;</li> <li>• Interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it;</li> </ul> | <p>and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none"> <li>• Know what 6 figure grid references represent.</li> <li>• Interpret a range of maps of the UK and the local region and apply this information to their understanding of it.</li> <li>• Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK.</li> <li>• Use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change.</li> <li>• Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.</li> </ul> |
|---|---|---|--|---|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

**Key Words – Geographical Skills and Fieldwork.**

|  |  |  |  |   |  |
|--|--|--|--|---|--|
|  |  | <p><b>Map</b> - a drawing of a particular area such as a city, a country, or a continent, showing its main features as they would appear if you looked at them from above.</p> | <p><b>Aerial View</b> - any view from a great height, even at a wide angle</p> | <p><b>Scale Bar</b>: a line that shows how many kilometres there would be in the real world for every centimetre on a map</p> | <p><b>Grid Reference</b>: a set of numbers used to find particular places on a map</p> <p><b>Prime Meridian</b>: the line of longitude from which time is measured</p> |
|--|--|--|--|---|--|

**Misconceptions**

|  |  |   |   |  |   |
|--|--|---|---|--|---|
|  |  | <p>Volcanoes and Earthquakes are caused by tectonic plates.</p> <p>Lines of latitude are horizontal. Longitude is vertical.</p> | <p>Rivers are part of the water cycle.</p> <p>The early morning cloud in the rainforest is caused from evaporation. It is not smoke.</p> <p>North America is a continent.</p> | <p>Europe is a continent not a country.</p> <p>Rio is not the capital city of Brazil. Brazil is a country.</p> <p>South America is a continent, not a country.</p> | <p>The counties in the UK are separate regions of a country.</p> <p>They are not different countries. Bridlington is a town – not a city.</p> <p>Struggles with using 6 figure grid references.</p> |
|--|--|---|---|--|---|