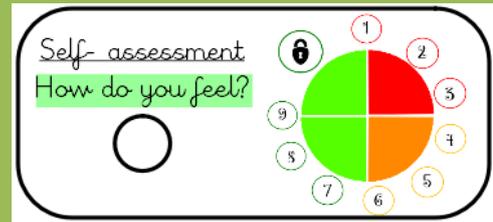


The Northway Curriculum: Geography

Progression in Climate Knowledge, Skills and Understanding

Year One Geography Unit Two Seasons of the UK



LO I can recognise the United Kingdom in weather forecasts		
LO: I can explain why people talk so much about the weather and why we need weather forecasts		
LO: I can explain the main direction of rain clouds		
LO: I can interpret simple weather maps and symbols		
LO: I can record seasonal changes in words, data, photographs, etc.		
LO: I can present or write a UK weather forecast using key geographical vocabulary		
LO: I can describe UK seasonal and daily weather patterns in words and numbers, using simple outlines of UK maps		
LO: I can annotate physical and human features on photographs using correct geographical vocabulary		
LO: I can use basic geographical vocabulary to refer to key physical and human features		
LO I can recognise the United Kingdom in weather forecasts		

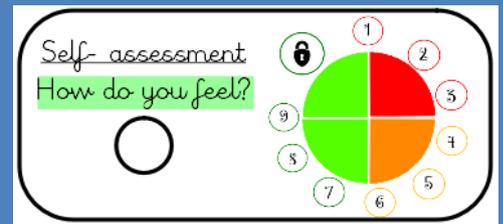
Early Years Understanding the World The World		
The world: children know about similarities and differences in relation to places, objects, materials and living things.		
They talk about the features of their own immediate environment and how environments might vary from one another.		
They make observations of animals and plants and explain why some things occur, and talk about changes.		

Year One Geography Working Deeper		
Working Deeper: Start to predict what the weather will be like tomorrow		
Working Deeper: I can begin to understand the interaction between physical and human features		
Working Deeper: I can explain how people adapt to cope with weather, e.g. raincoats, windbreaks, greenhouses		
Working Deeper: Use 4 simple compass points to explain the direction rain clouds are moving		
Working Deeper: I can use a range of secondary sources (maps, photographs, stories, websites, films, personal accounts) to further explore the place		

The Northway Curriculum: Geography

Progression in Climate Knowledge, Skills and Understanding

Year Two Geography Unit Two Seaside



LO: I can discuss how features may be damaged by human influences		
LO: I can highlight the human and physical features of an area.		
LO: Complete a piece of extended real-life writing to communicate knowledge gained through fieldwork experiences and enquiry, using key geographical vocabulary (Could be a report, persuasion, explanation)		
LO: I can use first hand observation to investigate a place as part of local area enquiry		
LO: I can use simple letter/number coordinates and simple grids to locate features		
LO: I can use and understand basic geographical vocabulary to describe key physical features		
LO: Use 4 compass points to describe location major cities and towns, e.g. Cardiff is west of London, Edinburgh is north, etc.		
LO: Use symbols (Ordnance Survey) with a key to show features on a map of New Brighton		

Year One Geography Seasons of the UK	
LO: I can recognise the United Kingdom in weather forecasts	
LO: I can explain why people talk so much about the weather and why we need weather forecasts	
LO: I can explain the main direction of rain clouds	
LO: I can interpret simple weather maps and symbols	
LO: I can record seasonal changes in words, data, photographs, etc.	
LO: I can present or write a UK weather forecast using key geographical vocabulary	
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LO: I can annotate physical and human features on photographs using correct geographical vocabulary	
LO: I can use basic geographical vocabulary to refer to key physical and human features	
LO: I can recognise the United Kingdom in weather forecasts	

Year Two Geography Working Deeper	
LO: Construct basic symbols in a key to represent the characteristics of the UK	
LO: I can draw a freehand simple outline map of the UK	
LO: I can use aerial photographs or Google Earth to recognise human and physical features of the 4 capital cities, e.g. rivers and landmarks to annotate a printed map	
LO: Make a globe from memory on a balloon	
LO: I can use thermometer to take accurate readings	
LO: I can apply appropriate standard units to compare temperature (°C) around the world. Record results using >, <, =	
LO: I understand the need for a key and standard Ordnance Survey symbols to represent human and physical features	
LO: Understand the need for a compass - set clues for others to follow	
LO: Construct basic symbols in a key to represent the characteristics of the UK	
LO: I can draw a freehand simple outline map of the UK	

The Northway Curriculum: Geography

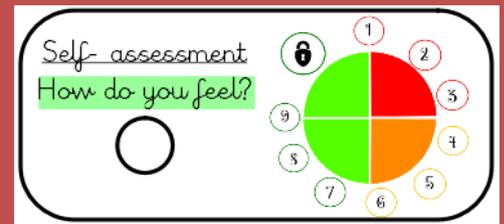
Progression in Climate Knowledge, Skills and Understanding

Year Two Geography Seaside	
LO: I can discuss how features may be damaged by human influences	
LO: I can highlight the human and physical features of an area.	
LO: Complete a piece of extended real-life writing to communicate knowledge gained through fieldwork experiences and enquiry, using key geographical vocabulary (Could be a report, persuasion, explanation)	
LO: I can use first hand observation to investigate a place as part of local area enquiry	
LO: I can use simple letter/number coordinates and simple grids to locate features	
LO: I can use and understand basic geographical vocabulary to describe key physical features	
LO: Use 4 compass points to describe location major cities and towns, e.g. Cardiff is west of London, Edinburgh is north, etc.	
LO: Use symbols (Ordnance Survey) with a key to show features on a map of New Brighton	

The Northway Curriculum: Geography

Progression in Climate Knowledge, Skills and Understanding

Year Three Geography Unit Two Mediterranean



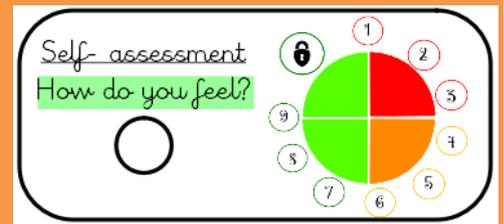
LO: I can explain the location of Europe and its relation to the equator		
LO: I can use a range of sources of geographical information maps, atlases, digital/computer mapping to describe the climate of the Mediterranean		
LO: I can use atlases to locate postcards/pictures of landscape features on a European Map		
LO: I can annotate blank maps of the UK and Europe, drawing and naming major regions, mountains, hills, rivers and some coastal types		
LO: I can name and develop knowledge of the geographical regions of Europe (capital cities, mountain regions, beaches and other tourists destinations)		
LO: I can describe what places around Europe are like in physical geographical terms (Physical: France is flat; Switzerland is Mountainous; Spain has a temperate climate)		
LO: I can interpret OS symbols for mountains, coasts, rivers, contour lines and identify on maps		
LO: I can use sketch maps and annotations to show key human and physical features of tourist areas		
LO: I can understand scale on a map and locate several European cities and countries		
LO: I can explain the location of Europe and its relation to the equator		

Year Three Geography Working Deeper	
Working Deeper: Use co-ordinates and four figure grid references.	
Working Deeper Interpret and present data using bar charts, pictograms and tables on the regions, mountains or rivers	
Working Deeper: I can name other European cities which lie on a river and the benefits of locating a city there.	
Working Deeper: I can match rock types to their UK geographical area (e.g. Dover - chalk, Ben Nevis - granite, Cheshire - soft sandstone plain)	

The Northway Curriculum: Geography

Progression in Climate Knowledge, Skills and Understanding

Year Five Geography Unit Two Brazil



LO: Write a persuasive tourist brochure for one of the regions or take part in a debate to decide which is the best region to visit, justifying with geographical language and reasons

LO: I can compare different regions in the country using and drawing my own maps, adding annotations, e.g. facts, figures, drawings

LO: I can compare different regions using the key aspects of human geography, e.g. types of settlement, land use, economic activity, trade, natural resources, etc.

LO: I can describe how the regions have changed over time using appropriate geographical vocabulary

LO: I can explain how humans have altered the physical environment (deforestation)

LO: I can use atlases, satellite images, aerial views and digital mapping to describe the key physical and human characteristics, e.g. all the different environmental regions and major cities

Year Two Geography Seaside

LO: I can discuss how features may be damaged by human influences

LO: I can highlight the human and physical features of an area.

LO: Complete a piece of extended real-life writing to communicate knowledge gained through fieldwork experiences and enquiry, using key geographical vocabulary (Could be a report, persuasion, explanation)

LO: I can use first hand observation to investigate a place as part of local area enquiry

LO: I can use simple letter/number coordinates and simple grids to locate features

LO: I can use and understand basic geographical vocabulary to describe key physical features

LO: Use 4 compass points to describe location major cities and towns, e.g. Cardiff is west of London, Edinburgh is north, etc.

LO: Use symbols (Ordnance Survey) with a key to show features on a map of New Brighton

Year Five Geography Working Deeper

Working Deeper: I can explain how humans are influenced by the physical conditions and how, in turn, humans influence landscape

Working Deeper: Has deep understanding of the Earth's key physical and human processes and how these are interrelated in the formation and use of landscapes and environments

Working Deeper: Can evaluate the usefulness of a variety of geographical sources in helping to explore a place, in the absence of fieldwork, as unable to visit it personally

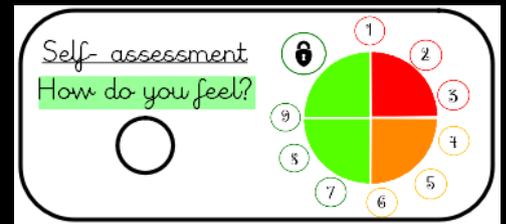
Working Deeper: I can demonstrate growing knowledge about diverse places, people, resources and natural and human environments in extended writing

Working Deeper: I can name all the counties of the UK and match cities correctly

The Northway Curriculum: Geography

Progression in Climate Knowledge, Skills and Understanding

Year Six Geography Across all three units



LO: I can describe in writing, supported by an annotated map, all the different environmental regions within chosen continent, using Y6 level of geographical and scientific vocabulary

LO: I can interpret and use geographical resources to describe key physical and human characteristics, e.g. all the different environmental regions and major cities

LO: Describe and understand key aspects of physical geography using precise geographical vocabulary

LO: I can identify position and significance of latitude, longitude, equator, N/S Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle and time zones within the context of this continent