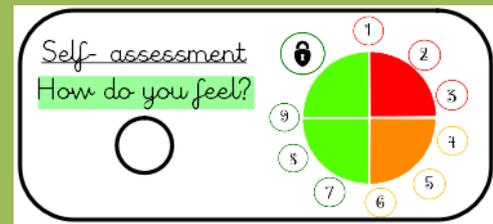


The Northway Curriculum: Geography

Progression in World Locational Knowledge and Physical Geography Knowledge, Skills and Understanding

Year One Geography Unit Three World Weather



LO: Give/follow directions using up/down, left/right and the 4 compass points

LO: I can express opinions on maps

LO: I recognise that not all places are the same as the area in which they live

LO: I can explain a few similarities and differences between places in different parts of the world

LO: I can use atlases and globes to identify their own locality in the UK and the area in a contrasting non-European country

LO: I can use simple fieldwork/observational skills to compare to images of the local area with a contrasting place

LO: Start to ask and answer their own questions about the place, using maps to help

LO: I can sequence sentences in short descriptions based on study of the two different areas and give reasons for the place I would most like to live

LO: Give/follow directions using up/down, left/right and the 4 compass points

LO: I can express opinions on maps

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

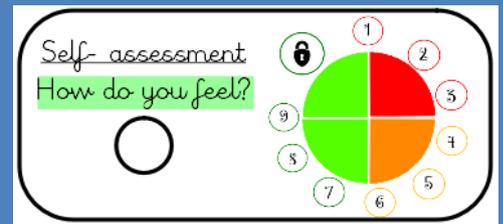
Working Deeper: Use 4 simple compass points to explain the direction rain clouds are moving

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 World Locational Knowledge and Physical Geography
Knowledge, Skills and Understanding

Year Two Geography Unit Three Africa



LO: I can create a questionnaire for UK pupils and African Pupils to find out similarities and differences		
LO: I can compare weather readings around the world		
LO: I can use a variety of maps, atlases & globes to identify the continents and oceans		
LO: I can use secondary sources to investigate the world: Websites, photographs, stories, film		
LO: I can study simplified temperature data and compare for Arctic, Antarctic and equatorial Africa		
LO: I can locate the equator on a globe and track it around the world		
LO: I can name and locate the world's seven continents and five oceans independently		

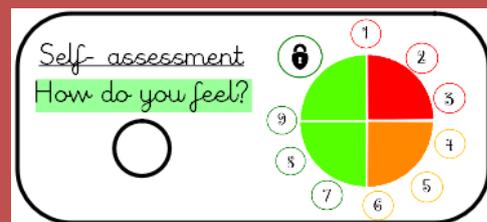
Year One Geography World Weather	
LO: Give/follow directions using up/down, left/right and the 4 compass points	
LO: I can express opinions on maps	
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LO: I can explain a few similarities and differences between places in different parts of the world	
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LO: Start to ask and answer their own questions about the place, using maps to help	
LO: I can sequence sentences in short descriptions based on study of the two different areas and give reasons for the place I would most like to live	
LO: Give/follow directions using up/down, left/right and the 4 compass points	
LO: I can express opinions on maps	

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 World Locational Knowledge and Physical Geography
Knowledge, Skills and Understanding

Year Three Geography Unit Three Extreme Earth



LO: I can locate key topographical features in the UK (Mountains and Former Volcanoes)		
LO: I can explain how the position of the UK has changed since prehistoric times.		
LO: I can explain how the movement of plates can impact on physical geography		
LO: I can explain how Mountains are formed, giving examples.		
LO: I can explain how Volcanoes are formed and what rocks are associated with volcanoes		
LO: I can name and locate significant areas that are affected by plate tectonics (e.g. Ring of Fire, Mid-atlantic ridge, Aegean Sea plate)		

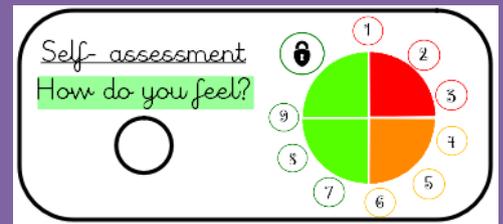
Year One Geography World Weather	
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LO: I can express opinions on maps	
LO: I recognise that not all places are the same as the area in which they live	
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LO: Start to ask and answer their own questions about the place, using maps to help	
LO: I can sequence sentences in short descriptions based on study of the two different areas and give reasons for the place I would most like to live	
LO: Give/follow directions using up/down, left/right and the 4 compass points	
LO: I can express opinions on maps	

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 World Locational Knowledge and Physical Geography
Knowledge, Skills and Understanding

Year Four Geography Unit One Rivers



LO: I can name an increasing number of UK hills, mountains, coasts and rivers		
LO: I can compare the physical features of a local river, with a river from another European location.		
LO: I can use an atlas efficiently to support recognition of all the countries and major rivers of the continent		
LO: I can list the main natural resources that can be gained from a river.		
LO: I can identify geographical regions of the UK and their identifying human and physical characteristics		
LO: I can describe how rivers can change over time (Change to the river course)		
LO: I can draw and annotate a diagram to explain the water cycle		

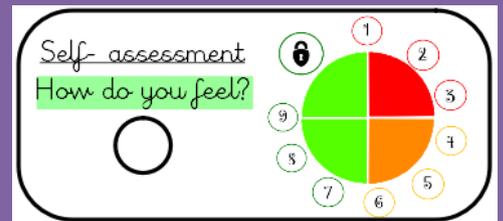
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LO: I can explain how the position of the UK has changed since prehistoric times.	
LO: I can explain how the movement of plates can impact on physical geography	
LO: I can explain how Mountains are formed, giving examples.	
LO: I can explain how Volcanoes are formed and what rocks are associated with volcanoes	
LO: I can name and locate significant areas that are affected by plate tectonics (e.g. Ring of Fire, Mid-Atlantic ridge, Aegean Sea plate)	
LO: I can locate key topographical features in the UK (Mountains and Former Volcanoes)	
LO: I can explain how the position of the UK has changed since prehistoric times.	
LO: I can explain how the movement of plates can impact on physical geography	
LO: I can explain how Mountains are formed, giving examples.	

Year Four Geography Working Deeper	
Working Deeper (European Geography): Compare the two regions using weather data, population size, area, etc.	
Working Deeper (European Geography): Compare the weather data for the 2 regions	
Working Deeper: I can use data and research to argue which of the two regions studied is the best place to live; justify argument with maps, photographs, facts and figures (e.g. Compare living on the UK coast to living in the Norwegian Fjords)	
Working Deeper: I can describe a place, which I have never visited, by interpreting symbols, contours, etc. and drawing conclusions	
Working Deeper: Evaluate information provided by each geographical source, e.g. can explain how useful a geographical source is	
Working Deeper: Collect data on the population size and area of each country and add to the annotated map	
Working Deeper: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	

The Northway Curriculum: Geography

Progression in World Locational Knowledge and Physical Geography
Knowledge, Skills and Understanding

Year Four Geography Unit Three European Geography



LO: I can to produce a fact file which includes maps, data and reports on a specific Northern European Country		
LO: I can describe the different climate zones of the world and how their physical features may differ.		
LO: I can describe and understand key aspects of the physical geography of Europe, including: climate zones, vegetation belts, rivers, mountains, etc.		
LO: I can use atlases, digital mapping and aerial views to describe key physical and human characteristics of Europe		
LO: I can name and locate all the countries of Europe and match key capital cities		
LO: I can describe a range of environmental regions within Europe (e.g. Know that Europe is made up of the Mediterranean, temperate and polar climates)		
LO: I can describe geographical differences between the UK region and regions overseas		
LO: I can compare the two regions using the key aspects of physical geography, e.g. climate, vegetation, rivers and the water cycle		
LO: Interpret a range of sources of geographical information (maps, diagrams, globes, aerial photographs) to investigate two chosen regions		
LO: Show that they can apply knowledge from earlier continental and UK studies when comparing the two regions in an extended piece of writing		

Year Three Geography 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 Four Geography Working Deeper	
Working Deeper (European Geography): Compare the two regions using weather data, population size, area, etc.	
Working Deeper (European Geography): Compare the weather data for the 2 regions	
Working Deeper: I can use data and research to argue which of the two regions studied is the best place to live; justify argument with maps, photographs, facts and figures (e.g. Compare living on the UK coast to living in the Norwegian Fjords)	
Working Deeper: I can describe a place, which I have never visited, by interpreting symbols, contours, etc. and drawing conclusions	
Working Deeper: Evaluate information provided by each geographical source, e.g. can explain how useful a geographical source is	
Working Deeper: Collect data on the population size and area of each country and add to the annotated map	
Working Deeper: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	

The Northway Curriculum: Geography

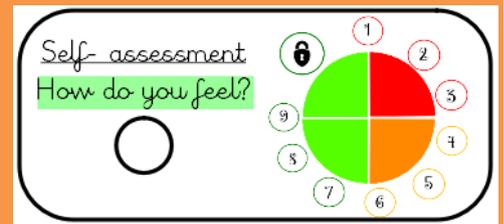
Progression in World Locational Knowledge and Physical Geography
Knowledge, Skills and Understanding

Year Five

Geography

Unit One

World Geography



LO: I can use maps to locate the exact position of the Tropics of Capricorn and Cancer and Prime/Greenwich Meridian line

LO: I can explain the significance of latitude/longitude in writing

LO: I can explain how volcanoes form and locate sites of recent earthquakes on a map of the continent using <http://earthquaketrack.com>

LO: I can draw lines in approximately the correct place for the equator and Arctic/Antarctic circles on a flat map of the world or on a balloon globe

LO: I can conduct a fieldwork activity on a local walk, a museum visit or a visit to an old village, town or city

LO: I can name and locate countries and key cities, main rivers and mountains of the chosen continent using an atlas and can transfer to a blank basemap

LO: I can draw the approximate position of the Prime Greenwich meridian on a baseline map of the world (without using an atlas) and know its significance for the rest of the world

LO: I can use a compass to observe and record human/physical features in all 8 compass directions and produce a sketch map of an area based on the observations

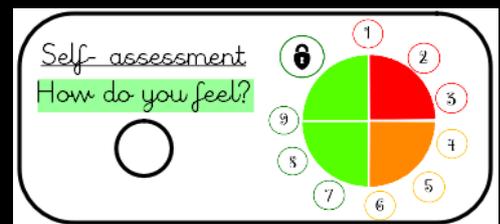
LO: I can use and interpret a range of sources of geographical information, including maps, diagrams, aerial photographs and Geographical Information Systems (GIS) to support the fieldwork (compass activity)

LO: I can list the main cities of the UK and transfer them onto a blank map

The Northway Curriculum: Geography

Progression in World Locational Knowledge and Physical Geography
Knowledge, Skills and Understanding

Year Six Geography Unit One World Rivers



LO: I can use an atlas efficiently to support recognition of the countries, cities and major rivers of the continent and can transfer to an outline base map		
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 describe and explain geographical processes in detail, using the correct terminology (Erosion, Deposition, Formation of Oxbow Lakes)		
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		
LO: I can present a written or oral presentation arguing why we should protect rivers		
LO: I can use precise geographical words when describing geographical places, features and processes, e.g. erosion, deposition, cliff, bay, industry, region raw material		
LO: I understand geographical similarities and differences through the study of a river (and its human and physical geography) in the UK, in a European country and a region within N. or S. America		

Year Four Geography European Geography	
LO: I can to produce a fact file which includes maps, data and reports on a specific Northern European Country	
LO: I can describe the different climate zones of the world and how their physical features may differ.	
LO: I can describe and understand key aspects of the physical geography of Europe, including: climate zones, vegetation belts, rivers, mountains, etc.	
LO: I can use atlases, digital mapping and aerial views to describe key physical and human characteristics of Europe	
LO: I can name and locate all the countries of Europe and match key capital cities	
LO: I can describe a range of environmental regions within Europe (e.g. Know that Europe is made up of the Mediterranean, temperate and polar climates)	
LO: I can describe geographical differences between the UK region and regions overseas	

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 World Locational Knowledge and Physical Geography
Knowledge, Skills and Understanding

Year Four Geography Rivers	
LO: I can name an increasing number of UK hills, mountains, coasts and rivers	
LO: I can compare the physical features of a local river, with a river from another European location.	
LO: I can use an atlas efficiently to support recognition of all the countries and major rivers of the continent	
LO: I can list the main natural resources that can be gained from a river.	
LO: I can identify geographical regions of the UK and their identifying human and physical characteristics	
LO: I can describe how rivers can change over time (Change to the river course)	
LO: I can draw and annotate a diagram to explain the water cycle	

Year Six Geography Working Deeper	
Working Deeper: I can explain the significance of latitude, longitude, the Equator, N/S Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle and time zones when describing continents and regions, using a globe	
Working Deeper: Shows deep understanding of Earth's key physical and human processes and how they are interrelated	
Working Deeper: Name a growing number of the world's countries of all the continents and their cities and key topographical features	
Working Deeper: I can make judgements and decisions based on knowledge, statistics and understanding (e.g. The conservation of rivers or the protection of a habitat)	
Working Deeper: I can interpret distribution & thematic maps for information (e.g. comparing a land use map with a population distribution map)	
Working Deeper: I can support discussion of physical and human Geography drawing on in-depth knowledge	
Working Deeper: I can understand height/slope in field work and relate to maps and photographs (contours)	