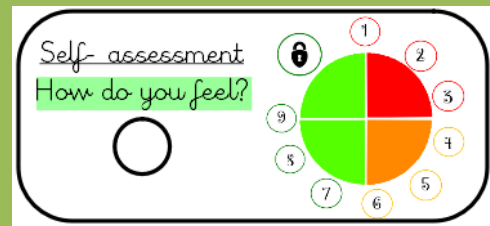


The Northway Curriculum: Geography

Progression in Local Area Knowledge, Skills and Understanding

Year One Geography Unit One Mapping the UK



LO: Study and describe geography of the school and grounds

LO: Use appropriate terms to identify human features in the local area: city, town, village, factory, farm, house, office, port, harbour and shop

LO: Understand and use simple compass directions (N, S, E, W)

LO: I can talk about a map of the school

LO: Draw simple picture maps/plans with labels of known places, e.g. school/grounds or scenes made from small world play toys

LO: Draw around objects 1:1 to show plan view

LO: Draw models from above to make a simple plan or map

LO: I can use world maps, atlases and globes to identify and recognise the UK

LO: Find information from maps or aerial photographs

LO: I can use my own simple symbols to make a simple map with a key

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 Local Area Knowledge, Skills and Understanding

Year Two Geography Unit One Wavertree



LO: I can match 4 capital city names to countries and place photographs on an outline map		
LO: I can name the seas around the UK (North, Irish and Celtic seas and English Channel)		
LO: I can use world maps, atlases and globes to identify the UK and its countries		
LO: Write a guidebook (with maps) for the local area, applying geographical terms.		
LO: I can use simple fieldwork and observational skills to study key physical features such as taking temperature readings in the locality		
LO: Use symbols (own design or Ordnance Survey) with a key to show features		
LO: I can match 4 capital city names to countries and place photographs on an outline map		
LO: I can name the seas around the UK (North, Irish and Celtic seas and English Channel)		
LO: I can use world maps, atlases and globes to identify the UK and its countries		
LO: I can annotate an aerial photograph with correct geographical vocabulary and use to draw a simple map (before a visit) and follow route (after the visit)		

Year One Geography Mapping the UK	
LO: Study and describe geography of the school and grounds	
LO: Use appropriate terms to identify human features in the local area: city, town, village, factory, farm, house, office, port, harbour and shop	
LO: Understand and use simple compass directions (N, S, E, W)	
LO: I can talk about a map of the school	
LO: Draw simple picture maps/plans with labels of known places, e.g. school/grounds or scenes made from small world play toys	
LO: Draw around objects 1:1 to show plan view	
LO: Draw models from above to make a simple plan or map	
LO: I can use world maps, atlases and globes to identify and recognise the UK	
LO: Find information from maps or aerial photographs	
LO: I can use my own simple symbols to make a simple map with a key	

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 Local Area Knowledge, Skills and Understanding

Year Three Geography Unit One Liverpool



LO: I can create a questionnaire to ask tourists

LO: I can use four figure grid references to locate specific areas on a map.

LO: I can observe / record and describe the location of features in relation to each other in terms of the 8 compass points

LO: Develop knowledge about a region of the UK by visiting to conduct a fieldwork enquiry (e.g. Recording the amount of tourists in an area)

LO: I can present the human and physical features in the area using a range of methods, e.g. sketch maps, graphs and written accounts

LO: I can use Ordnance Survey maps to study an area

LO: Use symbols within four figure grid references to identify physical and human features on OS maps 1:50000 and 1:25000

LO: I can recognise landmarks and physical and human features on aerial photographs and corresponding OS maps, e.g. Why was Liverpool built near a river?

LO: I can observe and record landscape features in the local area using sketch maps and digital technologies

Year Two Geography Wavertree

LO: I can match 4 capital city names to countries and place photographs on an outline map

LO: I can name the seas around the UK (North, Irish and Celtic seas and English Channel)

LO: I can use world maps, atlases and globes to identify the UK and its countries

LO: Write a guidebook (with maps) for the local area, applying geographical terms.

LO: I can use simple fieldwork and observational skills to study key physical features such as taking temperature readings in the locality

LO: Use symbols (own design or Ordnance Survey) with a key to show features

LO: I can match 4 capital city names to countries and place photographs on an outline map

LO: I can name the seas around the UK (North, Irish and Celtic seas and English Channel)

LO: I can use world maps, atlases and globes to identify the UK and its countries

LO: I can annotate an aerial photograph with correct geographical vocabulary and use to draw a simple map (before a visit) and follow route (after the visit)

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 Local Area Knowledge, Skills and Understanding

Year Four Geography Unit Two UK Geography



LO: I can describe and understand key aspects of human geography, including types of settlement, economic activity and trade links		
LO: I can interpret, understand and use OS symbols to identify key physical and human features on UK maps		
LO: I can use and understand simple grids with letters and numbers and 4 figure grid references to locate specific features		
LO: I can label a map of the UK with major cities and describe their location to each other using 8 point compass vocabulary		
LO: I can describe key aspects of the UK's human geography (e.g. distribution of natural resources including energy, food, minerals and water)		

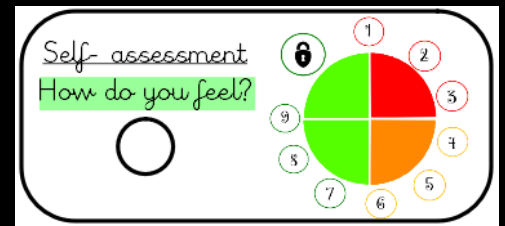
Year Three Geography Liverpool	
LO: I can observe and record landscape features in the local area using sketch maps and digital technologies	
LO: I can use four figure grid references to locate specific areas on a map.	
LO: I can observe / record and describe the location of features in relation to each other in terms of the 8 compass points	
LO: Develop knowledge about a region of the UK by visiting to conduct a fieldwork enquiry (e.g. Recording the amount of tourists in an area)	
LO: I can present the human and physical features in the area using a range of methods, e.g. sketch maps, graphs and written accounts	
LO: I can use Ordnance Survey maps to study an area	
LO: Use symbols within four figure grid references to identify physical and human features on OS maps 1:50000 and 1:25000	
LO: I can recognise landmarks and physical and human features on aerial photographs and corresponding OS maps, e.g. Why was Liverpool built near a river?	
LO: I can observe and record landscape features in the local area using sketch maps and digital technologies	
LO: I can create a questionnaire to ask tourists	

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 Local Area Knowledge, Skills and Understanding

Year Six Geography Unit Two and Three UK and World Geography



LO: I can confidently use OS symbols and 6 figure grid references on maps to describe what a place is like before it is visited in person		
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 confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes		
LO I can name, label and locate all the countries of Europe (with resources)		
LO: I can select appropriate map resources to find and show detailed information		
LO: I can draw a detailed sketch map using symbols and a key		
LO: I can use and understand different types of maps, e.g. projections, relief, thematic maps, and realise how the purpose of a map, scale, symbols and style are related		
LO: I can follow route on 1:50.000 OS map on a visit and align map with route during a visit or local walk		
LO: I can interpret a range of geographical sources, e.g. maps and aerial photographs, to find information about the UK		
LO: I can complete a small fieldwork project independently with detailed method and analysis of results		
LO: I can name some geographical regions of the UK and their identifying physical and human characteristics, as well as the key topographical features including mountains and rivers		
LO: I can name and locate all the cities & counties of the UK		
LO: I can give directions in the local area using 8 compass points to certain features from a given point		
LO: I can complete a small fieldwork project (with support) and formulate own perceptive questions about a place or features during fieldwork or a visit		
LO: I can use atlases to find out more about the UK (including counties and cities)		
LO: I can use 1:10 000 and 1:5000 Ordnance Survey maps, understand their uses and use scale bar on maps		

The Northway Curriculum: Geography

Progression in Local Area Knowledge, Skills and Understanding

Year Two Geography Wavertree	
LO: I can match 4 capital city names to countries and place photographs on an outline map	
LO: I can name the seas around the UK (North, Irish and Celtic seas and English Channel)	
LO: I can use world maps, atlases and globes to identify the UK and its countries	
LO: Write a guidebook (with maps) for the local area, applying geographical terms.	
LO: I can use simple fieldwork and observational skills to study key physical features such as taking temperature readings in the locality	
LO: Use symbols (own design or Ordnance Survey) with a key to show features	
LO: I can match 4 capital city names to countries and place photographs on an outline map	
LO: I can name the seas around the UK (North, Irish and Celtic seas and English Channel)	
LO: I can use world maps, atlases and globes to identify the UK and its countries	
LO: I can annotate an aerial photograph with correct geographical vocabulary and use to draw a simple map (before a visit) and follow route (after the visit)	
Year 5 Geography 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	

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 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)	