



South Gosforth First School
Geography - Whole School Progression & Assessment



In line with the National Curriculum, the South Gosforth Geography Curriculum aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

	Location Knowledge <i>Where is it?</i>	Place Knowledge <i>What is it like there?</i>	Human and Physical Processes <i>How do humans interact with the natural environment?</i>	Geographical Skills and Fieldwork <i>Why is it like this here?</i>
Reception	To know the name of the place where I live (Gosforth).	To discuss places significant to me	To make observations about the weather and seasons. To make observations about simple landmarks in their locality	To use simple maps to elicit information. To use photos and pictures to talk about where they live and places
Year 1	To name and locate the four countries of the United Kingdom. To name the capital cities of England, Scotland, Wales and Northern Ireland. To locate the hot and cold areas of the world in relation to the equator and the North and South Poles.	To name key features of our local area (Gosforth) and say if it is a village, town, city or suburb. To identify geographical differences between hot and cold places (resources, temperature, daylight)	To use basic geographical vocabulary to refer to key physical and human features. To identify seasonal and daily weather patterns in the UK To identify human and physical features of the local area (Gosforth) and why they are there.	To use maps and atlases to locate the countries of the United Kingdom. To use maps, atlases and globes to locate the Equator and the North and South Poles. To use aerial photographs to recognise local and national landmarks. To use simple fieldwork skills to study the geography of school, its grounds and the surrounding area. To devise simple maps



Year 2	To name and locate the world's seven continents and five oceans. To name, locate and identify the seas surrounding the United Kingdom.	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (London and Nairobi).	To use basic geographical vocabulary to refer to key physical and human features. To identify key human and physical features of a coastal location. To identify key human and physical features of the world's seven continents. To identify human and physical differences between contrasting locations (coastal rural /coastal town, European/ Non-European)	To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. To use maps, atlases and globes to locate countries, continents and oceans. To devise simple maps To use and construct basic symbols in a key To use simple fieldwork skills to study the geography of a local coastal town – Whitley Bay. To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
Year 3	To name and locate the counties, cities and rivers in the North East of England and key topographical features of the region. To locate the world's countries using maps to focus on Europe. To name and locate riverside and coal mining areas in the North East and understand how some of these areas have changed over time. To locate the world's countries using maps to focus on North and South America.	To understand geographical similarities and differences of mountainous regions through a study of a region of the United Kingdom and Europe (The Alps).	To use increasingly complex geographical vocabulary to refer to human and physical features. To describe and understand key aspects of physical geography: rivers. To describe and understand key aspects of physical geography: mountains. To describe and understand key aspects of physical geography: volcanos and earthquakes. To describe and understand key aspects of human geography: types of	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the 8 point compass and 4 figure grid references, symbols and key to build knowledge of the world. To use fieldwork to observe, measure, record the human and physical features in the local area. Use a range of methods to present findings including sketch maps, plans and graphs and digital technologies.



			settlement and land use and economic activity.	
Year 4	To name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time To locate the world's countries using maps. To identify the position and significance of latitude, longitude, Equator, Northern and Southern hemispheres, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime and Greenwich meridian and time zones.	To understand the similarities and differences within and between large geographical areas located in different climate zones (Climates and Biomes).	To use increasingly complex geographical vocabulary to refer to human and physical features. To describe and understand key aspects of human geography: types of settlement, land use and economic activity. To describe and understand key aspects of physical geography: climate zones and biomes. To describe and understand key aspects of physical geography: the water cycle.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the 8 point compass and 4 figure grid references, symbols and key to build knowledge of the world. To use fieldwork to observe, measure, record the human and physical features in the local area. To use a range of methods to present findings including sketch maps, plans and graphs and digital technologies.



Assessment Tasks

	Autumn	Spring	Summer
Year 1	My Local Area Sort images, mixture of aerial and front facing – Gosforth, not Gosforth	The UK Label map of the UK with the countries and capital cities. Match the flag to the country.	Hot and Cold Places Compare 2 images of polar and equator location – children to label each image with as much information as they can.
Year 2	Coastal Regions Create a map of a new seaside town and devise a simple key showing human and physical features.	Continents and Oceans Label map of the world with continents and oceans Match the country to the continent. Describe which continent you would like to visit and why	London and Nairobi Compare 2 images of London and Nairobi – use template of same and different to describe key human and physical features.
Year 3	The North-East Children to create presentation answering the question ' Why is the North-East special?'	The Alps Children combine knowledge from previous unit of work and compare the North-East region to the Alps. They will use the template of same and different to describe key human and physical features.	Earthquakes and Volcanoes Using the template of positive and negative , children to explain the effects of earthquakes and volcanoes.
Year 4	Settlements and Migration Image of Blackstock Road in London. Annotate with advantages and disadvantages of migration	Climate and Biomes Quiz showcasing information of world's climate zones, biome types, lines of longitude and latitude and polar region	Climate Change Information poster to persuade people to do more to help the environment