

## Orchard Geography Progression

Year Group	Year 3	Year 4	Year 5	Year 6	Beyond
<b>Geographical Study and Field Work</b>	<p>Ask simple geographical questions</p> <p>Take and use digital photographs</p> <p>Make detailed sketches whilst on field work and/or draw labelled diagrams</p> <p>Discuss changes in weather and seasons from a chart</p> <p>Use tally charts and simple tables to collect information</p>	<p>Use prediction and prior knowledge to find out about unknown places, and combine this with observation</p> <p>Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires</p> <p>Suggest own ways of presenting information, including graphically and in writing</p> <p>Make detailed and labelled field sketches</p> <p>Make field measurements over time</p> <p>Collect statistics and present them appropriately</p> <p>Record information on charts, graphs and tables</p> <p>Begin to use the computer to draw graphs</p> <p>Collect temperature using a range of instruments, and compare these with information from the internet to discuss weather and climate</p>	<p>Draw on own knowledge and understanding when setting up a field work investigation</p> <p>Examine, question, analyse what is discovered, using a range of evidence</p> <p>Discriminate between different sources of information</p> <p>Test conclusions for accuracy</p> <p>Measure wind speed, rainfall and noise levels</p> <p>Make good use of ICT in charts and graphs</p> <p>Use a database to find out information</p> <p>Make a database to record information</p> <p>Prepare questionnaires to investigate people's views on an environmental issue</p> <p>Offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements</p>	<p>Suggest suitable questions for a field work study</p> <p>Rank information found into order of importance</p> <p>Come to accurate conclusions, using information</p> <p>Make careful measurements - e.g. rainfall, noise level, distance</p> <p>Collect statistics about people and places</p> <p>Begin to use a range of graphs, including pie charts</p>	<p>Suggest relevant issues for further study</p> <p>Carefully select sources of evidence, and sift information</p> <p>Collect statistics about people and places, and set up a database from fieldwork or research</p> <p>Analyse data – e.g. population data - using similarity and difference</p> <p>Speculate and hypothesise about what is found</p> <p>Suggest plausible conclusions, and back up with evidence</p>
<b>Maps</b>	<p>Identify features on a map</p> <p>Know the main aspects of the British Isles using maps</p> <p>Draw simple maps and plans, sometimes with keys</p> <p>Make a plan of the classroom</p> <p>Mark some locations on a map of UK – our town, our school visit, my holiday</p> <p>Identify the main regions of the world – continents, equator, tropics</p> <p>Begin to use concepts of NSEW</p>	<p>Draw maps of local places, including sketches from field work</p> <p>Use and draw maps with a simple key</p> <p>Use maps with simple grid references</p> <p>Work out routes on maps and plans</p> <p>Find longest and shortest routes using maps</p> <p>Plan routes using 4 points of the compass</p> <p>Compare information from atlases with that from a globe</p> <p>Use atlases which show physical and human features</p> <p>Use contents and index pages of an atlas</p>	<p>Read and use the symbols on an OS map</p> <p>Use four figure grid references to locate points on a map</p> <p>Identify time differences around the world</p> <p>Plan a route and work out distance using map scales</p>	<p>Work out a journey time, using their knowledge of time zones</p> <p>Use and understand simple scale</p>	<p>Use 6 figure grid references</p> <p>Use a compass to follow a route</p>
<b>Knowledge and Understanding</b>	<p>Recognise characteristic physical and human features of places - built up, noisy, busy ..</p> <p>Identify parts of some physical features – e.g. coast</p>	<p>Work out a location using a range of information</p> <p>Understand the different uses of different places</p> <p>Understand that different places may have similar / different characteristics</p>	<p>Begin to recognise geographical patterns, and identify through aerial photographs</p> <p>Understand why people choose to live in contrasting areas</p> <p>Compares the lives of people in two different environments or places</p>	<p>Begin to understand geographical pattern – e.g. industry by a river</p> <p>Describe and begin to explain patterns and physical and human changes</p> <p>Describe how change can lead to similarities between different places</p>	<p>Suggest how human activities can cause changes to environment and to the different views people hold</p> <p>Recognise dependent</p>

	<p>Understand similarities and differences in places          Use aerial photographs to identify land use and other geographical features          Know that places are linked by paths or roads          Express views about local area and environment          Use vocabulary of size to classify –hamlet, town, city</p>	<p>and give reasons for these          Understand and use the concept of reciprocal link between physical and human features          Describe and identify how a place has changed          Understand how economic development can change a place          Express views and recognise how people affect the environment, summarising the issues          Suggest ways of improving local environment          Understand how weather changes an environment          Know the difference between weather and climate          Suggest ways towards a reduction in climate change          Identify land use and how these can change people's lives</p>	<p>Understand how people can both improve and damage the environment          Explain the process of erosion and deposition, and its effects on people          Consider the future of some physical and human features, based on an understanding of change          Explain their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of each</p>	<p>Justify own viewpoint or decision, and use new information to adapt their own viewpoint</p>	<p>links and relationships in both human and physical geography          Make a plausible case for environmental change          Interpret other people's arguments for change, analysing and evaluating their viewpoints</p>
--	--	--	---	--	---