

# Geography progression map

	Skills	Knowledge	Key Vocabulary
<b>Reception</b>	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some environments that are different from the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>	Beach Woods Hill Mountain Sea River City Town Village House Farm Field School Classroom Playground Park Map Pond Road Shop
<b>Year 1</b>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Be able to distinguish land from sea on a map or globe. (P, GW)</li> <li>Begin to understand what a continent is. (P)</li> <li>Start to name some of the 7 continents of the world. (GW, P)</li> <li>Name, and locate the 4 countries of the United Kingdom. (W)</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Study the human and physical geography of a small area of the United Kingdom. (W, GW)</li> </ul> <p><b><u>Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Know about seasonal and daily weather patterns in the United Kingdom (W)</li> <li>Use basic geographical vocabulary to refer to key physical features, including: coast, forest, hill, sea, river, vegetation, season and weather.</li> <li>Sort physical and human features.</li> <li>Label physical features on an aerial photo. (GW, P)</li> <li>Focus on North and South Pole. Why are they different? (P)</li> </ul> <p><b><u>Human Geography</u></b></p> <ul style="list-style-type: none"> <li>Identify how the weather affects the life and activities of people. (W)</li> <li>Learn to use key human geographical vocabulary appropriate for developmental level. including: city, house, port, harbor, office and shop.</li> <li></li> </ul>	<p><b><u>Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Identify geography of the school e.g. area, perimeter, simple map of playground.</li> <li>Record data about weather around UK in a geographical format.</li> </ul> <p><b><u>Geographical Skills</u></b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to <b>identify</b> the United Kingdom and its countries.</li> <li>Use maps and globes to begin to <b>recognize</b> the world's continents.</li> <li><b>Apply</b> directional language for example near and far, left and right, to <b>describe</b> the location of features and routes on a map.</li> <li>Use aerial photographs to <b>recognise</b> landmarks and <b>label</b> them as either human or physical features of the school and local areas.</li> <li><b>Classify</b> features as either human or physical.</li> <li><b>Describe</b> human and physical features.</li> <li><b>Categorise</b> geographical features in a table.</li> <li><b>Identify</b> and <b>observe</b> weather patterns in the UK and <b>describe</b> how they change.</li> <li>Make <b>observations</b> of the school and its grounds and <b>recognise</b> the key human and physical features.</li> <li><b>Select</b> features for maps of their own creation.</li> <li><b>Explain</b> reasons for features selected on their maps.</li> <li><b>Compare</b> life in the UK, to life in a polar region (P)</li> <li></li> </ul>	countries land sea United Kingdom Britain England Wales Scotland Northern Ireland Kent Twydale Continents Africa Antarctica Asia Australia Europe North America South America. Equator North Pole South Pole routes directions plan map atlas globe, aerial photograph compass directions North South East West near far left

# Geography progression map

			<p>right environment physical features human features</p> <p>beach cliff coast forest hill mountain ocean river soil valley vegetation, city town village factory farm house office port harbour shop</p>
<p><b>Year 2</b></p>	<p><b><u>Fieldwork</u></b></p> <p><b><u>Geography Skills</u></b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features on a map.</li> <li>• Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>• Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment.</li> <li>• Identify hot and cold areas</li> <li>• Describe weather patterns in a hot and cold area of the world</li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Name/Locate 7 continents and 5 oceans.</li> </ul> <p><b>Build on Knowledge from year 1</b></p> <ul style="list-style-type: none"> <li>• Identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Build on knowledge from year 1 – Children learn to name the 4 countries of the U.K.</b></p> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying and comparing the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. E.g. – part of India.</li> </ul> <p><b><u>Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, mountain, ocean and valley.</li> </ul> <p><b><u>Human Geography</u></b></p> <ul style="list-style-type: none"> <li>• Temperature in comparison to the equator, seasons and weather. - What effect does this have on human activity.</li> <li>• Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, port and harbor.</li> <li>•</li> </ul>	<p>ocean Pacific Ocean Atlantic Ocean Indian Ocean Antarctic Ocean Arctic Ocean. Continents Africa Antarctica Asia Australia Europe North America South America. United Kingdom Britain England Wales Scotland Northern Ireland Capital cities London Cardiff Edinburgh Belfast Kent Twydall Irish Sea North Sea United Kingdom Britain England Wales Scotland Northern Ireland Capital cities London Cardiff</p>

# Geography progression map

			Edinburgh Belfast Kent Twydall Irish Sea North Sea
<b>Year 3</b>	<p><b>Fieldwork</b> Sketch map of local area and use technology to compare to school area another area within Europe.</p> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their key identifying human and physical characteristics</li> </ul> <p>What is a county? Be able to name and locate some counties on a map of UK. – focus on counties where teachers and children were born or have been on holiday. Look at some key human and physical features.</p> <ul style="list-style-type: none"> <li>Recap the location of the Arctic and Antarctic Circle.</li> </ul> <p><b>Place knowledge</b></p> <p>Understand geographical similarities and differences through the study of the human and physical geography of two regions of the United Kingdom.</p> <p><b>Physical Geography</b></p> <p>Describe and understand aspects of the physical geography of places studied.</p> <p><b>Human Geography</b></p> <p>Describe and understand aspects of the Human geography of places studied.</p>	<ul style="list-style-type: none"> <li>temperate, tropical and subtropical zones</li> <li>climate zones</li> <li>Biomes</li> <li>Rivers</li> <li>Mountainous areas</li> <li>weather and season</li> <li>landscape</li> </ul>
<b>Year 4</b>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul> <p>The children should by now have a good understanding of the UK. Focus on locating countries the children have visited or heard of.</p> <ul style="list-style-type: none"> <li>Identify the position and significance of the Equator.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within Europe.</li> <li>Or compare human and physical geography of 2 European countries. France compared to Italy.</li> </ul>	<ul style="list-style-type: none"> <li>biomes</li> <li>Rivers</li> <li>Mountainous areas</li> <li>volcanoes and earthquakes?</li> <li>Mount Vesuvius</li> <li>Landscapes</li> <li>Weather and season</li> <li>Settlements</li> <li>land use</li> <li>population</li> <li>culture</li> <li>Economy</li> </ul>

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		<p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and the water cycle.</li> </ul>	
<p><b>Year 5</b></p>	<p><b><u>Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b><u>Geographical Skills</u></b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps (Recap the countries the children know in Europe and add a few new European countries.) Focus on Countries of North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. UK</li> <li>Recap Where the Equator is and its significance.</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of the human and physical geography of a region of Europe and a region within North America or South America.</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.</li> </ul>	<ul style="list-style-type: none"> <li>climate zones</li> <li>biomes</li> <li>vegetation belts</li> <li>the water cycle</li> <li>Rivers</li> </ul>
<p><b>Year 6</b></p>	<p><b><u>Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b><u>Geographical Skills</u></b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom and identify land-use patterns; and understand how they have changed over time.</li> <li>Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li></li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country and a region in North and south America. (Draw on and develop ideas from previous year groups.) <b>Compare human and physical geography of North and South America. Compare both to the UK.</b></li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity</li> </ul>	<ul style="list-style-type: none"> <li>climate zones</li> <li>biomes</li> <li>vegetation belts</li> </ul>

## Geography progression map

		including trade links, and the distribution of natural resources including energy, food, minerals and water.	
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