

## Geography Progression Map

<b>2yo &amp; Nurs</b>	<p><b>Locational Knowledge</b> * UtW: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p><b>Place Knowledge</b> * UtW: Explore natural materials, indoors and outdoors * UtW: Explore and respond to different natural phenomena in their setting and on trips * UtW: Talk about when they see, using a wide range of vocabulary</p> <p><b>Human and Physical Geography</b> * UtW: Enjoy playing with small-world models such as a farm, a garage, or a train track. * Be able to identify and name key physical features such as sea, river, trees, buildings, roads, paths, flat/apartment, house, mountains</p> <p><b>Skills and Fieldwork</b> * Maths: Describe a familiar route * Maths: Discuss routes and locations, using words like 'in front of' and 'behind'</p>			
<b>Rec</b>	<p><b>Locational Knowledge</b> * UtW: Recognise some similarities and differences between life in this country and life in other countries * UtW: Know the names of countries and cities relevant to them and their families</p> <p><b>Place Knowledge</b> * UtW: Understand the effect of changing seasons on the natural world around them * UtW: children know about similarities and differences in relation to places, objects, materials and living things. * Know the key differences between the city and the country.</p> <p><b>Human and Physical Geography</b> * UtW: Explore the natural world around them * UtW: Describe what they see, hear and feel whilst outside * UtW: Developing an understanding of growth, decay and changes over time.</p> <p><b>Skills and Fieldwork</b> * UtW: Draw information from a simple map * UtW: Recognise some environments that are different to the one in which they live.</p>			
<b>Year</b>	<b>Subject Content</b>	<b>Geographical knowledge and understanding</b>	<b>Vocabulary</b>	<b>Working Geographically Skill</b>

1	<p><b>Our School Playground</b></p>	<ul style="list-style-type: none"> <li>* Name, describe and compare familiar places</li> <li>* Identify the human and physical characteristics of our school</li> <li>* Name and describe each of the four seasons in the UK</li> <li>* Describe daily weather patterns</li> <li>* Know and recognise main weather symbols</li> <li>* Know the main differences between a city, town and village</li> <li>* Identify the following human features: house, office, shop</li> </ul>	<p>Geography Man-made Natural Placement Features Floor plan</p>	<p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>* Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park?)</li> <li>* Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</li> </ul> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>* Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</li> <li>* Collect data during fieldwork</li> </ul> <p><b>Mapwork:</b></p> <ul style="list-style-type: none"> <li>*.Know and use locational and directional language [for example, near and far, left and right, below, next to] to describe the location of feature</li> <li>* Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features</li> </ul>
	<p><b>Explorers of the World</b> 2 significant people Theme: Impact</p>	<ul style="list-style-type: none"> <li>* Know the names of and locate the seven continents of the world</li> <li>* Know the names of and locate the five oceans of the world</li> <li>* Identify some human and physical characteristics of an unfamiliar area</li> <li>* Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> </ul>	<p>Route Countries Ocean Map Key Compass Island Coast</p>	<p><b>Interpret information from a source:</b></p> <ul style="list-style-type: none"> <li>* Use world maps, atlases and globes to identify the countries, continents and oceans studied (1)</li> <li>* Know the four points of a compass (2)</li> </ul> <p><b>Communicating:</b></p> <ul style="list-style-type: none"> <li>* Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</li> <li>* Draw, speak or write about simple geographical concepts such as what they can see where.</li> </ul>

2	<p><b>Country Study</b></p> <ul style="list-style-type: none"> <li>* Know the names of the four countries that make up the UK and name the three main seas that surround the UK</li> <li>* Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</li> <li>* Know the main similarities and differences between a small area in England and a small area in a non-European country (eg. comparing a city in England and city in a non-European city)</li> <li>* Know hot and cold areas of the world in relation to the equator and North and South Poles</li> <li>* Identify the following human features: factory, farm, port, harbour</li> <li>* Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach (2a)</li> </ul>	<p>United Kingdom Sea Capital City Human Features Physical Features</p>	<p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>* Ask and answer simple geographical questions when investigating different places and environments.</li> <li>* Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</li> </ul> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>* Use simple fieldwork and observational skills when studying the geography of the local environment</li> <li>* Collect and organise simple data from first and second hand sources including fieldwork.</li> </ul> <p><b>Mapwork:</b></p> <ul style="list-style-type: none"> <li>* Know and use locational and directional language [for example, near and far, left and right, below, next to] to describe a route on a map</li> <li>* Draw simple maps or plans using symbols for a key.</li> </ul>
	<p><b>London: Now and Then</b></p> <p>The great fire of London Theme: Impact</p>	<ul style="list-style-type: none"> <li>* Identify the human and physical features of the two localities studied.</li> <li>* Explain some of the advantages and disadvantages of living in a city or village</li> </ul>	<p>City Village Directions Landmarks</p>

3	<p><b>Stone age - Iron Age</b> (Locality) Locality in land use Theme: Advancement</p>	<ul style="list-style-type: none"> <li>* Identify the human and physical geography in an area of locality</li> <li>* To give reasons for the placement of these characteristics (Eg road - transport links)</li> </ul>	<p>Urban Rural Agriculture Aerial Expansion</p>	<p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>* Ask and answer more searching geographical questions when investigating different places and environments.</li> <li>* Identify similarities, differences and patterns when comparing places and features</li> </ul> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>* Observe, record, and name geographical features in their local environments using sketch maps</li> </ul> <p><b>Mapwork:</b></p> <ul style="list-style-type: none"> <li>* Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> <li>* Try to make a map of a short route experienced, with features in correct order;</li> <li>* Try to make a simple scale drawing.</li> </ul>
	<p><b>Rainforest</b> (South America) Biomes and Vegetation Theme: Migration</p>	<ul style="list-style-type: none"> <li>* Locate the equator, Tropic of Cancer, Tropic of Capricorn, Northern and Southern Hemispheres and Arctic and Antarctic Circle using maps, globes and atlases</li> <li>* Know what is meant by the term 'tropics'</li> <li>* Know the names of and locate at least four countries from the southern and four from the northern hemisphere</li> <li>* Know the names of and locate at least eight major capital cities across the world</li> <li>* Understand the difference between climate and weather</li> <li>* Understand climate zones in relation to the equator</li> <li>* Know what is meant by biomes and vegetation</li> <li>* Know the features of some of the main biomes and the vegetation associated with it <ul style="list-style-type: none"> <li>- tundra, desert</li> </ul> </li> <li>* Know about one biome in more detail <ul style="list-style-type: none"> <li>- rainforest</li> </ul> </li> </ul>	<p>Rainforest Equator Eco-system Indigenous Tropic of Capricorn Tropic of Cancer Biome Habitat</p>	<p><b>Interpret information from a source:</b></p> <ul style="list-style-type: none"> <li>* Use a range of sources including digital maps, atlases, globes and satellite images to research geographical information.</li> <li>* Use the eight compass points and recognise some Ordnance Survey symbols on maps</li> </ul> <p><b>Communicating:</b></p> <ul style="list-style-type: none"> <li>* Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</li> <li>* Communicate geographical information through a range of methods including the use of ICT.</li> </ul>

4	<p><b>Anglo Saxons &amp; Vikings</b> (Locality) <b>Uk country study</b> Theme: Migration &amp; Power</p>	<ul style="list-style-type: none"> <li>* Know the names of and locate at least eight European countries (Denmark, Germany, Belgium, France, The Netherlands, Italy, Norway, Sweden, Denmark)</li> <li>* Know the names of and locate at least eight counties and at least six cities in England (Greater London, Norfolk, Sussex, North Yorkshire, Rutland, Cornwall, Northumberland, Kent)</li> <li>* Locate the Prime/Greenwich Meridian</li> <li>* Name and locate significant coastal regions in countries studied</li> <li>* Understand the difference between human and physical geography</li> <li>* Know about different types of settlement and land use</li> </ul>	<p>Migration Settlement County Coastal Region Land use British Isles</p>	<p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>* Ask and respond to more searching geographical questions including 'how?' and 'why?'</li> <li>* Identify and describe similarities, differences and patterns when investigating different places, environments and people.</li> </ul> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>* Observe, record, and explain physical and human features of the environment studied using plans</li> </ul> <p><b>Mapwork:</b></p> <ul style="list-style-type: none"> <li>* Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>* Follow a route on a large scale map.</li> <li>* Make a map of a short route experienced, with features in correct order.</li> <li>* Make a simple scale drawing.</li> </ul> <p><b>Interpret information from a source:</b></p> <ul style="list-style-type: none"> <li>* Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</li> <li>* Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references</li> </ul> <p><b>Communicating:</b></p> <ul style="list-style-type: none"> <li>* Express their opinions on environmental issues and recognise that other people may think differently.</li> <li>* Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</li> </ul>
	<p><b>Country Study</b> European Country * Kosovo</p>	<ul style="list-style-type: none"> <li>* Know the names of a number of European capitals (Rome, Paris, Amsterdam, Oslo, Copenhagen)</li> <li>* Know key similarities and differences in the human and physical geography of a region of the UK and a region in a European country</li> <li>* Identify and compare changes in land use over time</li> <li>* Analyse the impact that land use and settlement has on people</li> </ul>	<p>Population Climate Resources Labour</p>	

5	<p><b>Journeys:</b> Here and There Migration (windrush) Theme: Migration</p>	<ul style="list-style-type: none"> <li>* Locate places on a map using lines of latitude and longitude</li> <li>* Understand why there are different time zones</li> <li>* Calculate differences in time between countries</li> </ul>	<p>Latitude Longitude Expedition Navigate</p>	<p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>* Ask and respond to simple questions that are more causal e.g. Why is that happening in that place? Could it happen here?</li> <li>* Recognise geographical issues affecting people in different places and environments.</li> </ul> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>* Observe, measure, and record human and physical features using a range of methods using graphs, and digital technologies.</li> </ul> <p><b>Mapwork:</b></p> <ul style="list-style-type: none"> <li>* Compare maps with aerial photographs.</li> <li>* Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</li> <li>* Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</li> <li>* Begin to draw a variety of thematic maps based on their own data.</li> </ul>
	<p><b>Movers &amp; Shakers</b> (South America) Mountains, volcanoes and earthquakes</p>	<ul style="list-style-type: none"> <li>* Know the names of, and locate, a number of North and/or South American countries and their capitals</li> <li>* Know the names of a number of significant mountains, including some in the UK and N/S America</li> <li>* Name and locate an increasing range of places in the world including globally and topically significant features and events.</li> <li>* Know key similarities and differences in the human and physical geography of the UK and a region in a North or South American country</li> <li>* Understand how mountains are formed</li> <li>* Know the different parts of a volcano</li> <li>* Know what causes an earthquake</li> <li>* Understand the impact of a significant earthquake</li> </ul>	<p>Active Dormant Tectonic plate Core Crater Crust Fault</p>	<p><b>Interpret information from a source:</b></p> <ul style="list-style-type: none"> <li>* Use a range of maps and other sources of geographical information and select the most appropriate for a task.</li> <li>* Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> </ul> <p><b>Communicating:</b></p> <ul style="list-style-type: none"> <li>* Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</li> <li>* Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</li> </ul>

6	<p><b>Trade &amp; Economics</b></p> <ul style="list-style-type: none"> <li>* To name and locate an extensive range of places in the world including globally and topically significant features.</li> <li>* To understand why there are different time zones</li> <li>* To calculate differences in time between countries</li> <li>* To know about economic activity, including trade links, between the UK and another country</li> <li>* To know about how some natural resources including energy, food, minerals and water, are distributed</li> </ul>	<p>Trade Import Export Goods Global Globalisation Fair trade Global supply chain Industry</p>	<p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>* To ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</li> <li>* To make predictions and test simple hypotheses about people, places and geographical issues.</li> </ul> <p><b>Interpreting information:</b></p> <ul style="list-style-type: none"> <li>* To interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</li> <li>* To recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</li> </ul> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>* To use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</li> </ul>
	<p><b>Rivers Ancient Civilisations</b></p> <ul style="list-style-type: none"> <li>* To name and locate an extensive range of places in the world including globally and topically significant features.</li> <li>* To know and identify the main features of a river</li> <li>* To understand why most cities are located by a river</li> <li>* Name and locate a number of the main rivers in the UK (2)</li> <li>* Know the name and location of a number of the world's longest rivers (1)</li> </ul>	<p>River Flood Mouth Source Meander Erosion Infiltration Deposition</p>	<p><b>Map work:</b></p> <ul style="list-style-type: none"> <li>* To follow a short route on an OS map.</li> <li>* To describe features shown on OS map.</li> <li>* To use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> <li>* To draw a variety of thematic maps based on their own data.</li> <li>* To begin to draw plans of increasing complexity</li> </ul> <p><b>Communicating:</b></p> <ul style="list-style-type: none"> <li>* To develop views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</li> <li>* To communicate geographical information using a wide range of methods including writing at increasing length.</li> </ul>