

Succeeding together - fostering a love of learning, within a nurturing Christian community, to bring out 'the best in everyone'.

**GEOGRAPHY PROGRESSION MAP**

**"As a geographer, I can..."**

Locational Knowledge							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	<p>Name and locate the world's seven continents and five oceans</p> <p>Name and locate the four countries and capital cities of the UK and its surrounding seas</p> <p>Use key vocabulary to demonstrate knowledge and understanding of this strand</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name and locate the four countries and capital cities of the UK and its surrounding seas</p> <p>Identify characteristics of the UK</p> <p>Use key vocabulary to demonstrate knowledge and understanding of this strand</p>	<p>Locate the world's countries using maps concentrating on environmental regions and key physical and human characteristics</p> <p>Name and locate counties and the cities of the UK, identifying human and physical characteristics</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics, Arctic and Antarctic circles, and time zones</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Locate the world's countries using maps concentrating on environmental regions and key physical and human characteristics</p> <p>Name and locate counties and the cities of the UK, identifying human and physical characteristics</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics, Arctic and Antarctic circles, and time zones</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Use maps to locate the world's countries, concentrating on their environmental regions, key physical and human features, countries and major cities</p> <p>Name and locate counties and cities of the UK, identifying physical features and land-use patterns, showing change over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere and use longitude and latitude to find locations on a map</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Use maps to locate the world's countries, concentrating on their environmental regions, key physical and human features, countries and major cities</p> <p>Name and locate counties and cities of the UK, identifying physical features and land-use patterns, showing change over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere and use longitude and latitude to find locations on a map</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>

Place Knowledge							
K N O W L E D G E	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>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.</p> <p>Describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Compare the UK with a contrasting country in the world</p> <p>Compare a local city/town in the UK with a contrasting city/town in a different country</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Compare the UK with a contrasting country in the world</p> <p>Compare a local city/town in the UK with a contrasting city/town in a different country</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK</p> <p>Explore similarities and differences, comparing the human and physical geography of a region in the UK and a region elsewhere in the world</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK</p> <p>Explore similarities and differences, comparing the human and physical geography of a region in the UK and a region elsewhere in the world</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of the UK, a region in Europe and Central/South America.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of the UK, a region in Europe and Central/South America.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>

Human and Physical Geography							
K N O W L E D G E	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Notifies, observes and talks about seasonal changes.</p> <p>Explain why some changes occur.</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold area of the world in relation to the Equator and North and South Pole</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold area of the world in relation to the Equator and North and South Pole</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Have a stronger understanding of the difference between physical and human geography</p> <p>Understand the impact of humans on the earth</p> <p>Describe and understand key aspects of: -physical geography including: climate zones, biomes, volcanoes, earthquakes, mountains and tsunamis -human geography including: types of settlement and land use</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Have a stronger understanding of the difference between physical and human geography</p> <p>Understand the impact of humans on the earth</p> <p>Describe and understand key aspects of: -physical geography including: climate zones, biomes, vegetation belts, volcanoes, earthquakes, mountains and tsunamis -human geography including: types of settlement and land use</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Deepen understanding of the difference between physical and human geography and understanding of the impact of humans on the earth</p> <p>Describe and understand key aspects of: -physical geography including: climate zones, biomes, vegetation belts -human geography including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>	<p>Deepen understanding of the difference between physical and human geography and understanding of the impact of humans on the earth</p> <p>Describe and understand key aspects of: -physical geography including: climate zones, biomes, vegetation belts -human geography including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand</p>

## To investigate places

## S K I L L S

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen carefully to stories about different places and begin to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.	Ask and answer geographical questions (What is this place like? What do people do in this place?)  Identify key features of locations (city, town, village, coastal, rural).  Use world maps, atlases and globes to identify the UK and its countries and other countries/ continents/ oceans .	Ask and answer geographical questions (What is this place like? What do people do in this place?)  Identify key features of locations (city, town, village, coastal, rural).  Use world maps, atlases and globes to identify the UK and its countries and other countries/ continents/oceans .	Ask and answer geographical questions about the physical and human characteristics of a location.  Use maps/atlases/ globes and computer mapping to locate countries and describe features.  Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics (hills, mountains, cities, rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time.	Explain own views about locations and give reasons.  Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch map, plans, graphs and digital technology.  Use a range of resources to identify the key physical and human features of location.  Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics (hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	Name and locate the countries of Europe and identify their main physical and human characteristics  Identify and describe how the physical features affect the human activity within a location.  Use a range of geographical resources to give detailed descriptions and opinions of the characteristics of features of location.  Use different types of fieldwork sampling (random/systematic) to observe, measure and record the human and physical features in the local areas. Record results in a variety of ways.  Analyse and give views on the effectiveness of different geographical representations (aerial images compared with maps, topological maps- London's Tube map).  Name and locate the countries of North and South America. Identify their main physical and human characteristics.  Interpret Ordnance Survey maps in the classroom and the field, including six-figure coordinates and scale, topographical and aerial photographs.	Name and locate the countries of Europe and identify their main physical and human characteristics  Collect and analyse statistics and other information in order to draw clear conclusions about locations.  Identify and describe how the physical features affect the human activity within a location.  Use a range of geographical resources to give detailed descriptions and opinions of the characteristics of features of location.  Name and locate some countries/ cities of the world: identify human and physical characteristics, including hills/ mountains/ rivers/ key topographical features and land-use patterns.  Understand how some aspects have changed over time.	
Recognise some similarities and differences between life in this county and life in other countries.							
Have a wider understanding of the wider world and draw comparisons between my own local environment/ community and other places.		Use simple fieldwork and observational skills to study the geography of the school and the key human physical features of its surrounding environments.					
Look at, and make maps of the local environment.		Use aerial images and plan perspectives to recognise landmarks and basic physical features.					
Draw information from a simple map.		Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas					
Describe a journey within the local environment.							

To investigate patterns

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore the natural world around them.</p> <p>Notices, observes and talks about seasonal changes</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot/cold areas of the world in relation to the Equator and North/South Poles.</p> <p>Identify land use around the school.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot/cold areas of the world in relation to the Equator and North/South Poles.</p>	<p>Name and locate the Equator, Northern/ Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date some time zones. Describe some characteristics of these areas.</p> <p>Describe geographical similarities/differences between countries.</p>	<p>Name and locate the Equator, Northern/ Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date some time zones. Describe some characteristics of these areas.</p> <p>Describe how the locality of the school has changed over time.</p>	<p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of region/area e.g. within America.</p>	<p>Identify and describe the geographical significance of latitude/longitude, Equator, Northern/ Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and the reasons for this.</p> <p>Describe geographical diversity across the world.</p> <p>Understand how human and physical processes interact to have an impact on the form of distinctive landscapes</p>

## To communicate geographically

# S K I L L S

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Describe a journey within the local environment	Describe what they see, hear and feel whilst outside.	Describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Use basic geographical language to refer to: ▪ <u>Key physical features</u> (beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather). ▪ <u>Key human features</u> (city, town, village, factory, farm, house, office, shop).	Use basic geographical language to refer to: ▪ <u>Key physical features</u> (beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather). ▪ <u>Key human features</u> (city, town, village, factory, farm, house, office, shop).	Describe key aspects of: ▪ <u>Physical geography</u> (rivers, mountains, volcanoes, earthquakes, water cycle). ▪ <u>Human geography</u> (settlements, land use).	Describe key aspects of: ▪ <u>Physical geography</u> (rivers, mountains, volcanoes, earthquakes, water cycle). ▪ <u>Human geography</u> (settlements, land use).	Describe and understand key aspects of: ▪ <u>Physical geography</u> (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle).	Describe and understand key aspects of: ▪ <u>Physical geography</u> (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle).
		Use compass directions (north, east, south, west) and locational vocabulary (near/far) to describe the location of features and routes on a map.  Devise a simple map; and use and construct basic symbols in a key (simple grid references (A1, B1)).	Use compass directions (north, east, south, west) and locational vocabulary (near/far) to describe the location of features and routes on a map  Devise a simple map; and use and construct basic symbols in a key (simple grid references (A1, B1))		Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the UK and the wider world.	▪ <u>Human geography</u> (settlements, land use, economic activity-trade links and the distribution of natural resources including energy, food, minerals and water supplies.  Communicate knowledge of complex geographical systems.	▪ <u>Human geography</u> (settlements, land use, economic activity-trade links and the distribution of natural resources including energy, food, minerals and water supplies.  Create maps of locations, identifying patterns (land use, climate zones, population densities, height of land).  Communicate knowledge of complex geographical systems	

## Geography Vocabulary - by year group and/or topic

### KS1 Geography

*'Pupils should develop knowledge about the **world, the United Kingdom and their locality**. They should understand **basic subject-specific vocabulary** relating to **human and physical geography** and begin to use **geographical skills**, including first-hand observation, to enhance their locational awareness.'* - National Curriculum

*\*Locational knowledge, place knowledge, human and physical geography and geographical skills & fieldwork.\**

EYFS		
same	different	similar
then	now	before
after	next	Autumn
Winter	Spring	Summer
environment	place	quiet
busy	calm	noisy
similar	same	different
old	new	past/present
forwards	backwards	route

***Year 1 & 2 Habitats around the world***

habitat	microhabitat	depend
survive	conditions	life processes
living	dead	never living
food chain	food sources	shelter
urban	rainforest	arctic
ocean	river	desert
mountain	coastal	woodland
continent	country	world

***Year 1 & 2 Fire! Fire!***

London	United Kingdom	England
Wales	Scotland	Wales
River Thames	capital city	landmark

## **KS2 Geography**

*'Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.'* National Curriculum

*\*Locational knowledge, place knowledge, human and physical geography and geographical skills & fieldwork.\**

<b>Year 3 &amp; 4 This is our world</b>		
hemisphere	equator	polar
environment	climate	weather
precipitation	The Tropics	biomes
compass	co-ordinates	Grid references
longitude	latitude	symbols
physical geography	human geography	global warming
topography	land-use	

<b>Year 3 &amp; 4 Groovy Greeks</b>		
Greece	Europe	Northern Hemisphere
Aegean Sea	Ionian Sea	Myrtoan Sea
Sea of Crete	islands	mainland
Athens	Sparta	compass
North	South	East
West	similarities	differences



**Year 3 & 4 *The Human Machine***

hemisphere	equator	polar
environment	climate	weather
precipitation	The Tropics	continent
countries	vegetation	climate
tropical	rainforest	settlements
threat	sustainability	protect

**Year 5 & 6 *Evolution and Inheritance***

hemisphere	equator	ecosystem
environment	archipelago	volcanic
Pacific Ocean	The Tropics	tropical
climate	diverse	inhabited/uninhabited

**Year 5 & 6 *Ancient Civilisations***

Aztec	pyramids	palaces
monuments	statues	tribe
Valley of Mexico	Lake Texcoco	Tenochtitlán
settlement	similarities	differences

human geography	physical geography	
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**I can do everything through Him who gives me strength.' Philippians 4:13**