



Geography Progression Map 2021-2022

Early Years Foundation Stage - Understanding the World: People, Culture and Communities - Geography

ELG:

Describes the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, knows some similarities and differences between different religions and cultural communities, knows some similarities and differences between life in the country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate maps.)

NATIONAL CURRICULUM

PURPOSE OF STUDY

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

AIMS

The national curriculum for geography 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 of 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 map, numerical and quantitative skills and writing at length.

SUBJECT CONTENT

KS1

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. Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

KS2

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.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and 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
- 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.



Geography Progression Map 2021 -2022

	Nursery Let's explore my local area? Let's explore hot and cold places. Let's explore the seaside, town and countryside.	Reception Let's explore my local area. Let's explore hot and cold places. Let's explore the seaside, town and countryside.	Year 1/2 Locational Knowledge –name locate and identify characteristics of countries and capital cities. Name and locate the seven continents. Place Knowledge - understand geographical similarities and differences. Human and physical geography identify seasonal and daily weather in the UK Use basic geographical vocabulary – city, Town ,farm Field work- use world maps, compass directions	Year 1/2 Locational Knowledge – name locate and identify characteristics of countries and capital cities . Name and locate the seven continents and five oceans Place Knowledge - understand geographical similarities and differences and contrasting non European country Human and physical geography identify seasonal and daily weather in the UK location of hot and cold areas in relation and the equator. Use basic geographical vocabulary – city, Town ,farm Field work- use world maps, compass directions/2	Year 3/ 4 (Cycle 1) * Human geography including trade links in the Pre-roman and Roman era. Rainforests *On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. *Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) * Types of settlements in modern Britain: villages, towns, cities.	Year 3/4 (Cycle 2) * Locate and name the continents on a World Map. * Locate the main countries of Europe inc. Russia. *Identify capital cities of Europe. *Locate and name the countries making up the British Isles, with their capital cities * Rivers and the Water Cycle. Describe and understand key aspects of: Physical geography including Rivers and the water cycle, brief introduction to Volcanoes and earthquakes linking to Science: rock types. *Contrasting Locality Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level.	Year 5/6 (Cycle 1) *Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. South America. *Compare a region in UK with a region in S. America (El Salvador) with significant differences and similarities. *Fairtrade. Investigate South American / UK trade and explore links to chocolate and banana imports. Chocolate links to Mayans.	Year 5/6 (Cycle 2) *Identify the longest rivers in the world, largest deserts, highest mountains, significant volcanoes *Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. *Types of maps and their uses – OS maps, topographical maps and
Locational knowledge	As a Nursery geographer: Can I ask questions about aspects of my familiar world where I live or the natural world?	As a Reception geographer: Can I describe my immediate environment, using knowledge from observation, discussion, stories, nonfiction texts and (when appropriate) maps. Can I explain that I live in England? Can I start to talk about similarities and differences between life in this country and life in other countries?	As a Year 1 geographer: Can I name and locate the four countries making up the British Isles, with their capital cities? Can I name the surrounding seas of the United Kingdom? Can I talk about the main features of each of the four countries that make up the United Kingdom?	As a Year 2 geographer: Can I locate and name the continents on a World Map? Can I locate and label the five oceans? Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?	As a Year 3 geographer: Can I independently locate and name all continents on a World Map? Independently name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas with confidence? Can I name and locate counties of the United Kingdom? Can I locate geographical regions and their identifying human and physical	As a Year 4 geographer: Can I explain my own views about locations, giving reasons? Can I name and locate counties and cities of the United Kingdom? Can I locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time?	As a Year 5 geographer: Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time? Can I name and locate the countries of South and Central America? Can I identify the	As a Year 6 geographer: Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time? Can I name and locate the countries of North America?

				<p>characteristics, including hills, mountains, cities and rivers and understand how some of these aspects have changed over time?</p> <p>Can I name and locate some countries of Europe?</p> <p>Can I share my own views about locations?</p>	<p>Can I name and locate the countries of Europe?</p> <p>Can I name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?</p>	<p>position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?</p>	<p>Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the 'Ring of Fire', the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?</p>
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Place Knowledge	<p>As a Nursery geographer: Can I notice detailed features of objects in my own environments; Can I create and discuss different role play worlds to represent different environments with support?</p>	<p>As a Reception geographer: Can I talk about the features of my own immediate environment and how features might vary from one another? House, shop, farm, beach. City, seaside, country, Can I create different play environments beach, city, forest etc in a small world area, naming their features trees, rive, mountains, roads, buildings.</p>	<p>As a Year 1 geographer: Can I recognise similarities and differences of geographical features in my own immediate environment? Misson and Bawtry Can I talk about people and places within my local environment? Can I compare Misson with a contrasting place in the UK? Can I talk about people and places beyond my local environment? Eg Doncaster/Sheffield Can I identify the key features of a location in order to say whether it is a city, town, village coastal or rural area?</p>	<p>As a Year 2 geographer: Can I compare a local City/town in England with a contrasting city in a different country? Can I Compare Doncaster to a city another city in the world? Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?</p>	<p>As a Year 3 geographer: Can I compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use? Can I identify the main physical and human characteristics of the countries of Europe with support? Can I describe geographical similarities and differences between a region in the United Kingdom and one in a European country? Can I describe how the locality of the school has changed over time?</p>	<p>As a Year 4 geographer: Can I compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time? Can I independently identify the main physical and human characteristics of the countries of Europe? Can I describe some of the features of the Arctic and Antarctic Circles and date and time zones? Can I describe geographical similarities and differences between countries? Can I describe with confidence how the locality of the school has changed over time?</p>	<p>As a Year 5 geographer: Can I describe geographical similarities and differences between a region in the United Kingdom and one in a South American country? Can I understand some of the reasons for geographical similarities and differences between countries? Can I describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Am I beginning to understand and explain geographical diversity across the world?</p>	<p>As a Year 6 geographer: Can I describe geographical similarities and differences between a region in the United Kingdom and one in a South American country? Can I explain and discuss a range of reasons for geographical similarities and differences between countries? Can I describe the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Can I describe geographical diversity across the world and begin to explain changes happening to these places?</p>
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Human and Physical Geography	<p>As a Nursery geographer: Can I look closely at similarities and differences of objects in my environment?</p>	<p>As a Reception geographer: Can I make observations of the environment and explain why some things occur and talk about changes? Can I discuss different environments in this country water/sea, woods, beaches, town, village, seaside, hill Can I talk about how some countries are hot and some countries are cold?</p>	<p>As a Year 1 geographer: Can I compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality? Comparing and Contrasting a farm with the seaside. Can I talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis? Can I identify land use around the school? Can I describe geographical features of Misson. Can I use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied?</p>	<p>As a Year 2 geographer: Can I ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? Can I talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles? Can I compare and contrast the human and physical features of a British locality with a non European locality, including land use differences? Can I use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied?</p>	<p>As a Year 3 geographer: Can I ask and answer some geographical questions about the physical and human characteristics of a location? Can I describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in a European country? Can I describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country?</p>	<p>As a Year 4 geographer: Can I confidently ask and answer geographical questions about the physical and human characteristics of a location? Can I describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle? Can I describe key aspects of human geography including settlements and land use?</p>	<p>As a Year 5 geographer Am I beginning to collect and analyse statistics and other information in order to draw clear conclusions about locations? Am I beginning to identify and describe how the physical features affect the human activity within a location? Can I identify and describe the main human and physical characteristics of South and Central America? Am I beginning to understand and explain how countries and geographical regions are interconnected and interdependent? Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time? Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle?</p>	<p>As a Year 6 geographer Can I collect and analyse statistics and other information in order to draw clear conclusions about locations? Can I identify and describe how the physical features affect the human activity within a location? Can I identify and describe the main human and physical characteristics of South and Central America? Can I explain how countries and geographical regions are interconnected and interdependent? Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time? Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle?</p>
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Geographical skills and fieldwork	<p>As a Nursery geographer: Can I enjoy playing with small world models such as farm, a garage or a train track? Can I start to recognise basic colour key on a map or globe, blue is the sea, green and brown are the land and white</p>	<p>As a Reception geographer: Can I take a personal interest in maps and globes (understand what it represents - the world and ask questions to extend my knowledge? Do I understand that there are many different countries in the world? Do I understand that some places</p>	<p>As a Year 1 geographer: Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities? Can I use aerial images to recognise landmarks and basic physical features? Can I use simple fieldwork to observe, measure and record the human and physical</p>	<p>As a Year 2 geographer: Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied? Can I learn and use the four points of a compass to describe the location of features on a map? Can I use locational</p>	<p>As a Year 3 geographer: Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied with support? Can I use locational and directional language such as: near, far, left, right to describe the location of features on a map? Can I use fieldwork to observe and record some human and physical</p>	<p>As a Year 4 geographer: Can I independently use maps, atlases and digital/computer mapping to locate countries and describe features? Can I use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies?</p>	<p>As a Year 5 geographer: Can I use some geographical resources to give descriptions and opinions of the characteristic features of a location? Can I use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area? Can I</p>	<p>As a Year 6 geographer: Can I use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location? Can I use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in</p>

	<p>is the snow with support? Do I understand that there are different places in the world that I can discuss through experience or seen in photos.</p>	<p>are far away and we cannot walk there? Can I recognise basic colour key on a map or globe, blue is the sea, green and brown are the land and white is the snow? Can I draw my own map of imaginary location using basic key, tree, sea land etc. Can I draw a plan/map of immediate environment with basic key?</p>	<p>features in the local area? Can I use a simple key to recognise physical or human features on a map? Can I create a simple map of my local environment?</p>	<p>and directional language such as: near, far, left, right to describe the location of features on a map? Can I use aerial images and plan perspectives to recognise landmarks and basic physical features around Misson? Can I devise a simple map, and use and construct basic symbols in a key? Can I use simple grid references? (A1, B1) Can I use fieldwork to observe, measure and record the human and physical features in the local area?</p>	<p>features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies with support? Can I use a wider range of resources to identify the key physical and human features of a location? Can I use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world? Can I create maps of locations identifying some features using a key?</p>	<p>Can I use a range of resources to identify the key physical and human features of a location? Can I use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world? Can I create more detailed maps of locations identifying some features using a key?</p>	<p>record the results in a clear way? Can I talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map) Can I use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world? Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?</p>	<p>the local area? Can I record the results in a range of ways? Can I analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map) Can I use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world? Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?</p>
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