

Geography Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key knowledge and evidence	<ul style="list-style-type: none"> Discuss where we live Talk about journeys Discuss holidays and other countries Draw simple maps Know where some animals live 	<u>Our Local Area</u> <ul style="list-style-type: none"> Locational vocabulary What a map is and what it shows what is a geographical feature <i>Big Book</i> <i>Photos/scribed discussions</i> <i>Photos of trip</i> <u>Hot and Cold Climates</u> <ul style="list-style-type: none"> Location of hot and cold places geographical vocab – physical features geographical vocab – human features <i>Big Book</i> <i>Photos</i>	<u>Continents and Oceans</u> <u>Winchester and Alice Springs, Australia comparison</u> <ul style="list-style-type: none"> Name continents and oceans Contrasting location Human and physical features Flag State names <i>Visiting Australia posters</i> <i>Sorting activities</i> <i>Labelling flag</i> <u>Brilliant Beaches/Islands</u> <ul style="list-style-type: none"> Name continents and oceans Countries and capital cities of UK Characteristics/physical features of an island/surrounding a beach <i>Trip to Hengistbury Head</i> <i>Similarities and differences between beaches</i>	<u>Mountains, Earthquakes, Volcanoes</u> <ul style="list-style-type: none"> How volcanoes are made Tectonic plates/earthquakes <i>Diagrams and explanations</i> <u>UK: local area and land use over time</u> <ul style="list-style-type: none"> UK countries, counties and cities UK mountains, hills, coasts and rivers Types of settlement Change over time <i>Active research on a local development</i> <i>Questionnaire</i> <i>Traffic survey</i>	<u>UK, Europe comparison</u> <u>Winchester and Naples:</u> <ul style="list-style-type: none"> Where is it? What makes a settlement? Volcanoes explanation link to physical features Knowledge of human and physical Field/map work skills – reading symbols (4-6 figures) <i>Naples and Winchester non-chronological support</i> <u>UK settlement study:</u> <u>Southampton</u> <ul style="list-style-type: none"> Types of settlement Capital cities, what make a capital city 	<u>Rainforests and Biomes:</u> <ul style="list-style-type: none"> Geographical location Biomes, climate zones and adaptations (animal) Deforestation (plant, human) Maps, graphs, comparison with UK <i>Research diagrams</i> <i>Trip to The Living Rainforest</i> <i>Chart, comprehension</i> <u>UK: human and physical features:</u> Topography Countries, counties and cities	<u>Rivers:</u> <ul style="list-style-type: none"> Physical characteristics Identify key world rivers Impact and mitigation of flooding <i>Diagram of rivers</i> <i>River comparison</i> <i>Flooding article</i> <u>One World:</u> <ul style="list-style-type: none"> Understanding stereotypes Cultural similarities and differences How we are connected globally <i>Matching task</i> <i>Comparison fact file</i> <i>Banana debate</i>
Fieldwork	School Church Farm	School and local area walk	Hengistbury Head - beach comparison	Local Area walk to Whiteshute Ridge	Settlement Study: Southampton	The Living Rainforest	River Itchen
Contextual world knowledge of locations, places and geographical features	Compare our country to another.	<ul style="list-style-type: none"> Have used maps and images to have basic locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. 	<ul style="list-style-type: none"> Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world. 	<ul style="list-style-type: none"> Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. 	<ul style="list-style-type: none"> Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. 	<ul style="list-style-type: none"> Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features. 	<ul style="list-style-type: none"> Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space		<ul style="list-style-type: none"> Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. 	<ul style="list-style-type: none"> Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. 	<ul style="list-style-type: none"> Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They begin to compare places, and understand simple reasons for similarities and differences. 	<ul style="list-style-type: none"> Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences. 	<ul style="list-style-type: none"> Understand simply what a number of places are like, how and why they are similar and different, and how and why they are changing. They know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show simple understanding of the links between places, people and environments. 	<ul style="list-style-type: none"> Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.

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<p>Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.</p>	<p>Ask simple questions to find out more information. Use observational skills to see what happens and discuss it.</p>	<ul style="list-style-type: none"> • Be able to investigate places and environments with adult modelling by asking and answering basic questions, making simple observations and using sources such as simple maps, atlases, globes, images and aerial photos. 	<ul style="list-style-type: none"> • Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. 	<ul style="list-style-type: none"> • Be able to investigate places and environments by asking and responding to simple geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently. 	<ul style="list-style-type: none"> • Be able to investigate places and environments independently by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently. 	<ul style="list-style-type: none"> • Be able to carry out investigations using different geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and simply explain their opinions, and recognise why others may have different points of view. 	<ul style="list-style-type: none"> • Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions with evidence, and recognise and explain why others may have different points of view.
<p>Map Knowledge including world locations and UK location, vocabulary</p>		<ul style="list-style-type: none"> • Begin to identify the 7 continents and 5 oceans • Identify own school and county (Hampshire) both now and over time • South Pole, North Pole • Up, down, left, right, near, far, bigger/smaller, like/dislike, similar/different 	<ul style="list-style-type: none"> • Be able to identify the 7 continents and 5 oceans • Identify a non-European place • Identify places of relevance in the news • Identify the 4 countries, capitals, surrounding seas and own country (Hampshire) both now and over time • Equator • North, East, South, West, similar/different 	<ul style="list-style-type: none"> • Be able to identify the 7 continents, 5 oceans and their human and physical features • Identify capital cities and human and physical features. • Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time. • Equator, Northern hemisphere, Southern hemisphere, longitude and latitude • North, Northeast, East, Southeast, Southwest, West, Northwest 	<ul style="list-style-type: none"> • Be able to identify the 7 continents, 5 oceans and their human and physical features • Identify comparison study places, bordering countries and human and physical features. • Identify place relevant human and physical features, • North, Northeast, East, Southeast, Southwest, West, Northwest 	<ul style="list-style-type: none"> • Be able to identify the 7 continents, 5 oceans and their human and physical features • Identify comparison study places, bordering countries and human and physical features. • Identify places of relevance in the news • Identify place relevant human and physical features, counties, countries, capitals, seas both now and over time. • Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle • North, Northeast, East, Southeast, Southwest, West, Northwest 	<ul style="list-style-type: none"> • Be able to identify the 7 continents, 5 oceans and their human and physical features • Identify comparison study places, bordering countries, capital cities and human and physical features. • Identify places of relevance in the news • Time zones, Prime/Greenwich Meridian • North, Northeast, East, Southeast, Southwest, West, Northwest
<p>Map Skills including grid references, compass points and map work</p>	<ul style="list-style-type: none"> • Recognise a globe and map of the world • use basic directional language: up, down, right, left, under and around • Can draw a simple map using imagination or knowledge of a specific place • can ask and answer questions about places, features and environments 	<ul style="list-style-type: none"> • Draw a simple map from imagination, stories or knowledge • Create and use symbols in a key • Give and follow directions and routes on a simple map 	<ul style="list-style-type: none"> • Letter and number co-ordinates • 4 point compass directions to follow and give directions • Interpret simple symbols on a map • Describe features and routes on a map 	<ul style="list-style-type: none"> • 4 figure grid references • 8 point compass directions to follow and give directions • Draw a map of a short route from knowledge and journeys • Describe features and routes on a map • Give and follow directions and routes on a detailed map 	<ul style="list-style-type: none"> • 4 figure grid references • Use OS symbols in a key • Interpret symbols on a map • Describe features and routes on a map 	<ul style="list-style-type: none"> • 6 figure grid references • 8 point compass directions to follow and give directions • Use OS symbols in a key • Interpret symbols and numbers on a map • Describe features and routes on a map and compare to photos • Give and follow directions and routes on a detailed map e.g. OS • Use a scale to measure distances 	<ul style="list-style-type: none"> • 6 figure grid references • 8 point compass directions to follow and give directions • Draw maps with detail and accuracy • Use OS symbols in a key • Interpret symbols and numbers on a map • Describe features and routes on a map and compare to photos • Use a scale to measure distances

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Resources – maps and visual resources	•Globe, world map	•Globe, world map, UK map	•Globe, world map, UK map, infant atlas, large scale OS map	•Globe, world map, UK map, junior atlas, OS maps •Computer mapping •Digimap	•Globe, world map, UK map, junior atlas	•Globe, world map, UK map, junior atlas, OS maps •Computer mapping •Digimap	•Globe, world map, UK map, junior atlas, OS maps •Computer mapping •Digimap
	•Photos, aerial images, plan perspectives, satellite pictures, good maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflets, place maps, blank maps, jigsaws						