



Four Oaks Primary School Geography Progression Map



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography (What is it like?)	<ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment 	<ul style="list-style-type: none"> • Knows some features of the immediate environment • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like/dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> • Describe seasonal weather changes. • Describe daily weather patterns in the UK. • To explain and describe extremes of weather: flood, drought. • To use basic subject specific vocabulary relating to human and physical geography in the locality. • Understand how some places are linked to other places e.g. roads, trains. • Know about some present changes that are happening in the local environment e.g. at school. • Suggest ideas for improving the school environment. • Describe the location of the countries and capitals within them. • Describe key features of life in different parts of UK, e.g. Wales – mountains. 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key human features, including: city, town, village, farm, house, office, port and shop. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea. • Understand geographical similarities and differences through studying human and physical geography. • Use basic geographical vocabulary to refer to key physical features. • 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 (also, savannah) • Describe life in Kenya: cities, agriculture, industry, trade. 	<ul style="list-style-type: none"> • Identify physical and human features of the locality. • Use geographical vocabulary to describe: local features, features on OS map, etc. • Explain why/where facilities are needed in the locality. • Understand why there are similarities and differences between different locations studied. • Identify physical and human characteristics of counties and cities of the UK. • Describe defining characteristics of county/city, e.g. Cornwall – beaches, cliffs, holidays. • Rate the suitability and attractiveness of contrasting locations. • Identify, describe and understand physical features of volcanoes and earthquakes. • Explain the differing characteristics of mountains and volcanoes. 	<ul style="list-style-type: none"> • Describe human features of UK regions, cities and /or counties. • Show knowledge of features about places around him/her and beyond the UK. • Know that the time of day is different in different locations around the world. • Read atlases to identify changes in time. • Explain about key natural resources e.g. water in the locality • Describe and understand key aspects of the water cycle • Describe and understand key aspects of physical geography (e.g. rivers, mountains, flooding) and human geography (trade links, water) • Establish an understanding of the interaction between physical and human processes. • Understand the similarities and differences of the two locations. • Recognise that people have differing quality of life living in different locations and environments. • Know that there are volcanoes in the coldest areas of the world. • Understand the environmental changes happening at the poles. 	<ul style="list-style-type: none"> • To identify key physical and human characteristics of countries and major cities in Europe. • 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. • Compare and contrast different locations. • Understand how humans affect the environment over time. • Understand why people seek manage and sustain their environment. • Understand about world weather patterns around the World and relate these to climate zones, biomes and vegetation belts. • Understand geographical similarities and differences through the study of human and physical geography of South America. • Understand how humans affect the environment, and world environment, over time. • To identify key physical characteristics of countries within North America. • Understand geographical similarities and differences in North America, referring to climate zones, etc. 	<ul style="list-style-type: none"> • Describe and understand key aspects of 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. • Understand the role of 'fair trade'. • Understand how rivers erode, transport and deposit materials. • Understand about the physical features of coasts and begin understand erosion and deposition • Describe and understand key aspects of physical geography, including: rivers, and the impact of a river locally over time. • Predict future changes to the role and impact of a river. • 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. • Understand impact of human factors – physical environment, tourism, land use, economic activity, natural resource, energy.

<p>Locational/place knowledge (Where is it?)</p>	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos • Talk about some of the things they have observed in different places • Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world • Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park 	<ul style="list-style-type: none"> • Can talk about the features of my own immediate environment. • Can name the area the school is in. • Observe and identify features in the place they live and the natural world. • Recognise some similarities & differences between life in this country & life in other countries • Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions 	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, and its surrounding seas. • Identify weather patterns over time locally and in UK capitals. • Locate school, park etc on a local map. • Identify Anfield in relation to rest of the city of Liverpool. • Link their homes with other places in their local community. • Name, describe and compare familiar places. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. • Name, locate and identify the UK's surrounding seas. 	<ul style="list-style-type: none"> • Name, locate and identify Liverpool and Grassmere on map. • Relate to location of other UK countries and capital, and positions of hot/cold countries.. • Use compass points (4-point N/S/E/W) to locate and describe positions of countries and capitals • Name and locate the world's seven continents and five oceans. • Know the hot and cold areas of the world in relation to the Equator and the North and South Poles (including an island). • To identify and locate Kenya on a world map and African continental map. • Use geographical language (compass points and physical features) to describe position of Kenya. • To recognise 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. 	<ul style="list-style-type: none"> • Know and locate where Anfield is in relation to the rest of Liverpool, and city with the wider UK. • Identify and locate landmarks, facilities within the local area. • Locate and place on map using four-figure grid references. • Describe locations using 4 points of a compass N/S/E/W • Describe locations using 8 points of a compass (N/NE/E/SE/S/SW/W/NW) • Identify where counties / regions are within the UK, the key topographical features and land use patterns. • Name and locate the cities of the UK using 8 points of a compass (N/NE/E/SE/S/SW/W/NW) • Use 4-figure grid references to mark/ identify features on a map. • Name and locate geographical regions and their identifying physical characteristics and key topographical features. • Identify and locate volcanoes and location of earthquakes. • Identify past/recent/ frequent earthquake sites globally (locate using lines of latitude). • To identify Greenwich Meridian and use time zones/line of latitude, hemispheres in context of volcano/earthquake locations. 	<ul style="list-style-type: none"> • Show knowledge of features about places around him/her and beyond the UK. • Identify where countries are within Europe; including Russia. • Know how the locality is set within a wider geographical context (The Northern Hemisphere). • Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union, countries with high populations and the largest cities in each continent. • Demonstrate knowledge of features about places around him/her and beyond the UK. • Recognise that people have differing quality of life living in different locations and environments. • Know main rivers around the UK • To know the wider geographical context: climate zones (tropical, temperate and polar) and biomes (aquatic, desert, forest, grassland, tundra). • To know why there are similarities and differences between places. • Locate and record active volcanoes in the poles. 	<ul style="list-style-type: none"> • Know about the wider context of places e.g. county, region and country. • Know and describe where a variety of places are in relation to physical and human features. • To locate countries in Europe concentrating on their environmental regions and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). • Locate the world's countries, using maps to focus on N and S America, their environmental regions, key physical and human characteristics • Know about changes to world environments over time. • Locate and map out climate zones, vegetation belts and biomes. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America. • Know and describe where a variety of places are in relation to physical and human features. 	<ul style="list-style-type: none"> • Locate world countries, using maps to particularly focus on Europe including the location of Russia) and Australasia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Know and describe where a variety of places are in relation to physical and human features • Locate a range of rivers. • Describe the key physical characteristics of a range of rivers. • Explain the functions of different rivers throughout the world. • Know about changes to world environments over time. • Locate countries, using maps to study Europe and the wider world, and concentrating on environmental regions, key physical and human characteristics. • Locate regions within countries. • Locate the origins of different UK imports. • Locate where mass production of goods occurs. • Understand the size and significance of global trade and how it connects across the world.
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Geographical skills and fieldwork Being a Geographer (SKILLS)	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about similarities & differences 	<ul style="list-style-type: none"> • Understand that there are many countries around the world – using globes, maps and atlases. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Examine change over time. • Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.. • Describe some actions which people in their own community do that help to maintain the area they live in. • Draw information from a simple map. • Interpret range of sources of geographical information, including maps, globes, photographs. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. 	<ul style="list-style-type: none"> • Use simple observational skills to study the geography of the school and its grounds. • Use world maps, atlases and globes to identify the UK and its countries • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment • Use simple maps of the local area e.g. large scale, pictorial etc. • To devise a simple map; and use and construct basic symbols in a key e.g. school grounds / local area. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. • Ask simple geographical questions e.g. What is it like to live in this place? What is the weather like? 	<ul style="list-style-type: none"> • 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 and routes on a map. • Use simple fieldwork and observational skills to study the geography of a contrasting locality and the key human and physical features of its surrounding environment. • Ask simple geographical questions e.g. What is it like to live in this place? • Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. • Use simple compass directions (North, South, East and West) and locational and directional language. • 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. 	<ul style="list-style-type: none"> • Use basic geographical vocabulary. • Recognise that different people hold different views about an issue and begin to understand some of the reasons why. • Communicate findings in ways appropriate to the task or for the audience. • Use fieldwork to observe, measure, record and present the human and physical features in the local area. • Use four-figure grid references. • Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. • Use four figure grid references. • Use the 8 points of a compass. • Make plans and maps using symbols and keys • Ask and respond to geographical questions, e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? • Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. Google earth. 	<ul style="list-style-type: none"> • Ask and respond to geographical questions • Understand and use a widening range of geographical terms. • Measure straight line distances using the appropriate scale. • To use lines of latitude and longitude to identify and locate places/ features in Europe. • Read time zones/lines of latitude. • Understand and use a widening range of geographical terms e.g. specific topic vocabulary • Explore features on OS maps using 6-figure grid references. • Draw accurate maps with more complex keys. • Understand and use a widening range of geographical terms e.g. specific topic vocabulary • <u>Use fieldwork to observe, measure and record information.</u> • Plan the steps and strategies for an enquiry. • To read lines of latitude and longitude on maps, identifying size of both landmasses and isolated locations of some settlements. • <u>Provide more detailed written answers to geographical enquiry.</u> 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital /computer mapping to locate countries and describe features studied. • Explore features on OS maps using 6 figure grid references. • <u>Recognise and understand a growing range of symbols and features on OS maps.</u> • Use an increasing range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers. • Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. • Read atlas/maps using lines of latitude, longitude and time zones. • To use a widening range of geographical terms e.g. specific topic vocabulary. • <u>To write in increasing detail in response to geographical enquiry, and include effective use of key vocabulary.</u> 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital /computer mapping to locate countries and describe features studied. • Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including OS maps. • Read atlas/maps using lines of latitude, longitude and time zones. • Explore features on OS maps using 6 figure grid references • Fieldwork - use fieldwork to observe, measure, record and present the human and physical features in the local area. • 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 his/her knowledge of the United Kingdom and the wider world. • Use maps, charts etc. to support decision making about the location of places • Read atlas/maps using lines of latitude, longitude and time zones.
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