

## Progression Map for Geography

### **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 over 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 maps, numerical and quantitative skills and writing at length.

Geography						
		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork	Breadth of Study
EYFS	N	Describe a familiar route (MA)  Discuss routes and locations, using words like in front and behind (MA)  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (UW)		Begin to understand the need to respect and care for the natural environment and all living things (UW)	Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings and a park	<b>My School</b>  <b>My Town</b>  <b>My World</b>
	R	<b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class UW</b>  <b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. UW</b>	<b>Describe their own immediate environment using knowledge from observation observation, discussion, stories, non-fiction texts and maps</b>  Describe how environments might vary from one another	To make observations of the environment and explain why some things occur and talk about changes	Draw information from a simple map  Children use everyday language to talk about positions and distance to solve problems Can describe their relative position such as behind or next to	Local Environment (Maps and observations, physical and human features)  Geographical Differences  Maps (Me and my map; Happy mapping, Map with me; my routes are on fire)
KS1	Y1	<b>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding</b>	Make observations about where things are eg within school or the local area.  Investigate their	<b>Identify seasonal and daily weather patterns</b> <b>Use basic geographical vocabulary to refer to:</b> <b>Physical features- forest,</b>	<b>Use world maps, atlases and globes to identify the UK and its countries</b>  <b>Devise own simple maps</b>	Study of the geography of school - Local study  Mapping local area as part of the UK

	<p><b>areas</b></p>	<p>surroundings.</p> <p>Use information books/ pictures as sources of information.</p> <p>Start to ask geographical questions- where is ----?</p> <p>Begin to recognise changes in the environment eg litter and start to recognise how the environment can be improved.</p> <p>Recognise why things happen- eg the road is busier when people drive to work or school.</p>	<p><b>mountain, soil</b> <b>Human features- city, town, factory, farm, house, road</b></p> <p>Make simple comparisons between town and country</p>	<p><b>and plans</b></p> <p>Make own symbols for maps</p> <p><b>Use simple fieldwork and observational skills to study the geography of school and grounds and the key human and physical features of its surrounding environment</b></p> <p><b>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</b></p> <p>Use everyday language to describe features.</p> <p>Start to express their views about people, places and environments.</p> <p>Use everyday language to describe features eg bigger, smaller than</p> <p>Follow directions left right up and down</p>	<p>Countries and capital cities in the UK.</p> <p>Weather of the world</p>
Y2	<p><b>Name and locate the world's seven continents and five oceans</b></p>	<p><b>Understand geographical similarities and differences through studying the human and physical geography of a</b></p>	<p>Recognise how places have become the way they are and how they are changing</p>	<p>Identify and describe where places are</p> <p><b>Use world maps, atlases and globes to identify</b></p>	<p>Atlas studies: the world the continents and us (UK) oceans</p> <p>Compare our location with</p>

			<p><b>small area of the UK and of a small area in a contrasting non-European country</b></p> <p>Make simple comparisons between features of different places</p> <p>Ask simple geographical questions- where is it? What is it like?</p> <p>Use stories, information books, maps, pictures/photographs, internet as sources of information.</p> <p>Investigate their local environment.</p> <p>Make appropriate observations about why things happen.</p> <p>Recognise how places outside the UK compare to the UK</p> <p>Recognise how places are linked to other places in the world eg food, clothes</p> <p>Recognise how the environment can be improved or sustained</p>	<p>Recognise changes in physical and human features eg floods</p> <p><b>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</b></p> <p>Recognise how people affect the environment</p> <p><b>Use basic geographical vocabulary to refer to:</b>  <b>Physical features- beach, cliff, coast, forest, sea, ocean, river, season, weather</b>  <b>Human features- city, town, village, factory, farm, house, office, road, shop, port, harbour</b></p>	<p><b>countries, continents and oceans</b></p> <p>Make maps and plans such as story maps, journey to school, plan of classroom.</p> <p><b>Construct basic symbols in a key</b></p> <p>Use simple letter and number coordinates</p> <p><b>Use simple compass directions and use locational and directional language to describe the location of features and routes on a map</b></p> <p><b>Use simple fieldwork and observational skills to study the geography of school and grounds and the key human and physical features of its surrounding environment</b></p> <p>Use questionnaires- ask a familiar person prepared question</p> <p>Add detail and labels to field sketches</p> <p>Begin to use appropriate geographical vocabulary Express views on the</p>	<p>another one (me and my neighbour)</p>
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					<p>environment of a locality</p> <p>Use every day non-standard units eg hands for length</p> <p>Count the number eg children who walk to school</p> <p>Start to use standard units to measure</p>	
LKS2	Y3	<p><b><u>Places in the United Kingdom</u></b></p> <p><b>Name and locate</b> the counties and cities in the UK using maps/atlasses.</p> <p><b>Use a 4 point compass</b> to explain differences between different locations.</p>	<p><b><u>Places in the United Kingdom</u></b></p> <p>Make appropriate <b>observations and contrasts</b> between different cities within the UK. (<b>Population Diversity in these cities</b>)</p> <p><b>Describe</b> the main features of the local area (Walsall).</p>	<p><b><u>The Human and Physical features of the United Kingdom</u></b></p> <p><b>Explore</b> different physical features of the UK e.g. rivers, coastal areas.</p> <p><b><u>The water cycle</u></b></p> <p><b>Understand and explore</b> the water cycle and how it relates to different bodies of water.</p>	<p><b>Use a simple map/diagram</b> to locate the UK, the countries in the UK and other important features. (e.g. the seas surrounding the UK.)</p> <p><b>Use a key</b> to map these features.</p> <p>Use of a 4 point compasses</p>	<p>Geographical awareness of place, location, human and physical geography largely based on the UK.</p>
	Y4	<p><b><u>Location of places throughout the world</u></b></p> <p><b>Locate</b> the world's countries and major cities using maps/atlasses with the focus on countries in Europe.</p> <p><b>Use an 8 point compass</b></p>	<p><b><u>Compare cities across Europe</u></b></p> <p>Make appropriate <b>observations and contrasts</b> between different locations throughout Europe. (<b>Eastern Europe e.g. Poland</b>)</p>	<p><b><u>Differences in settlements</u></b></p> <p><b>Identify</b> different types of settlements i.e. village, town, city etc. (<b>Compare to settlements in Asia</b>)</p> <p><b>Explore and understand</b> the differences between</p>	<p><b>Use atlases</b> to locate the UK and other European countries including major cities, rivers and seas,</p> <p><b>Use a key</b> to map these features.</p> <p>Birds eye view images of</p>	<p>Geographical awareness of Europe and a developing understanding of our place in the world.</p> <p>A developing</p>

		to describe the location of countries and cities	<b>Describe</b> the main features of a well-known city.	different types of human settlements. Including positives and negatives for each.	different sized cities. <b>Use of 8 point compasses.</b>	understanding of geographical processes i.e. the water cycle.
UKS2	Y5	<p><b>Earth's geography</b></p> <p><b>Identify</b> the position of countries in relation to the equator, Northern Hemisphere and Southern Hemisphere. <i>(Focus on countries linked to class diversity)</i></p> <p><b>Identify</b> different geographical plates and where this causes volcanic/earthquake activity.</p>	<p><b>Contrast Europe and North America</b></p> <p><b>Make appropriate observations</b> and contrasts between locations in Europe and locations within North or South America.</p> <p><b>Collect and analyse statistics</b> and other information in order to draw clear conclusions about locations.</p>	<p><b>Past and present geography</b></p> <p><b>Understand</b> how settlements have changed from the past and how they might change in the future.</p> <p><b>Volcanos</b></p> <p><b>Identify the differences</b> between hills, mountains and volcanos. And learn why a volcano erupts.</p> <p><b>Tropical Biome</b></p> <p><b>Understand</b> biomes are used to <b>categorise</b> areas of the earths surface and <b>explore the differences</b> in different biomes. <b>Explore</b> a specific biome (tropical rainforest)</p>	<p><b>Use of a globe</b> to locate the equator, northern and southern hemispheres and understand where we are in relation to these.</p> <p><b>Use of bird's eye view images</b> of settlements in past and now.</p> <p><b>Use of four-digit grid references.</b></p>	<p>Geographical awareness of key world features like the equator and hemispheres.</p> <p>A deeper understanding of physical geographical processes around the world.</p>
	Y6	<p><b>Earth's geography</b></p> <p><b>Identify</b> the position of countries in relation to the tropic of Capricorn, tropic of Cancer and through the use of</p>	<p><b>Comparing Environments</b></p> <p><b>Make appropriate observations and contrasts</b> between different environments</p>	<p><b>Changing Human and Physical geography</b></p> <p><b>Identify changes</b> in land use and economic activity in different types of settlements. <b>(UK</b></p>	<p><b>Use of a globe</b> to locate the tropics and understand where we are in relation to these through use of longitude and latitude.</p>	<p>Geographical awareness of key world features like the</p>

	<p><b>longitude and latitude.</b> (Link to class diversity)</p> <p><b>Analyse and give views on</b> 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). (Maps from UK and Asian countries)</p>	<p><b>throughout the world.</b> (UK environment and climate compared to an Asian counterpart)</p> <p><b>Identify and describe</b> how the physical features affect the human activity within a location.</p> <p><b>Describe</b> how locations around the world are changing and explain some of the reasons for change.</p>	<p><b>verses Asian Country)</b></p> <p><b>Understand the changes in the physical landscape over time (e.g. when a natural disaster changes the landscape).</b></p> <p><b><u>Comparing Biomes</u></b></p> <p><b>Explore ocean currents and their importance.</b></p> <p><b>Explore the similarities and differences</b> of different biomes (rainforest vs temperate forest)</p>	<p><b>Use of 6-digit grid references.</b></p> <p><b>Use of digital technologies.</b></p> <p><b>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</b></p>	<p>tropics.</p> <p>A deeper understanding of the ever-changing physical geographical landscape around the world.</p>
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