

Little Houghton CEVA Primary School

Progression Map

Subject area: Geography

Key objective/skill /theme	EYFS	KS1	LKS2	UKS2
<p>Location / Place Knowledge</p>	<p>Name and locate different parts of the local community.</p> <p>Know what a map is and why people might use one.</p> <p>Observe, find out about, and identify features in the place they live and in the natural world.</p> <p>Find out about their environment and talk about those features they like and dislike.</p> <p>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</p> <p>Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet'.</p>	<p>Pupils name and locate the world's 7 continents and 5 oceans.</p> <p>Pupils will name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Pupils understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Northampton & Little Houghton) and of a small area in a contrasting non-European country (Maasai mara – Kenya)</p> <p>Pupils are able to create a simple map and recognise and use basic symbols.</p> <p>Pupils are able to create a key for their own map.</p> <p>Pupils will be able to locate The Equator, the North and South Poles and suggest differences in climates</p> <p>Locate places/landmarks on a map describing the location of places accurately</p> <p>Use a variety of maps and recognise key features of maps.</p> <p>Use Google Earth (with support) to locate key local features – school</p>	<p>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.</p> <p>(link with studies of Ancient Maya, the Romans and the Victorians)</p> <p>Identify some of the countries that were part of the Roman Empire.</p> <p>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. i.e. during the periods in time studied (Stone Age, Iron Age, Victorian times)</p> <p>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)</p> <p>Identify the location of the Prime Meridian.</p>	<p>Revise the location of the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</p> <p>Identify the countries of North and South America.</p> <p>Identify the capital city of a country.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Northampton) a region in a European country (Naples, Italy) and a region in North or South America</p> <p>Link with history, compare land use maps of UK from past (Anglo-Saxon times) with the present, focusing on land use.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (comparison with Naples, Italy).</p> <p>Locate countries on a map of Europe to show where the Anglo-Saxons came from and where they settled. Name and locate a variety of Anglo-Saxon settlements and villages.</p>

		<p>and grounds, community centre, church, park, etc.</p>	<p>Know why London was chosen to be the location of the Prime Meridian.</p> <p>Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains and rivers).</p> <p>Understanding physical geography through studying a region in a European country (Naples, Italy).</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p>	<p>Locate countries on a map of Europe to show where the Vikings came from and where they settled.</p> <p>Locate Little Houghton, Billing Aquadrome and Northamptonshire on a map of the UK.</p> <p>Describe and understand 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. (focus on Northamptonshire, around the River Nene)</p> <p>Name and locate the key topographical features including features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>
<p>Human and Physical Geography</p>	<p>Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</p> <p>Identify seasonal patterns – focusing on plants and animals.</p> <p>Explore their local environment and talk about the changes they see.</p>	<p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p> <p>Use basic Geographical vocabulary to refer to key physical features (including – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (including city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country (Kenya)</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including key topographical features (including hills, mountains, rivers and the water cycle including transpiration)</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. (Naples, Vesuvius)</p> <p>Describe and understand key aspects of Physical geography, including: climate zones, biomes and vegetation belts</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including coasts. Types of settlements in Viking, Saxon Britain linked to History. Types of settlements in modern Britain: villages, towns, cities. Describe and understand geographical similarities and differences through the study of human and physical geography of a South American country.</p> <p>Compare the climate of North American regions with that of my own area.</p> <p>Compare the human geography of North American regions with that of my own area.</p>

		<p>Pupils will use geographical language to support presentation of findings.</p> <p>Pupils will use first-hand observations of weather and daylight hours to draw conclusions about seasonal changes, including use of outdoor spaces.</p> <p>Pupils will use geographical language to identify key physical and human features of the 4 UK countries.</p> <p>Observe a variety of photographs to identify geographical features.</p> <p>Recognise housing types and where they are located.</p> <p>Plan a route giving reasons for choice and plan alternative routes.</p> <p>Use a range of subject specific vocabulary.</p> <p>Express own views on the environment and begin to give reasoned explanations for improvements.</p>		<p>List human and physical characteristics of the village including land use.</p> <p>Identify key features of the area, including hills and rivers.</p> <p>Identify and discuss the main features of the area including rivers.</p> <p>Research land use near the River Nene and businesses that depend on it.</p>
Geographical Skills and Fieldwork	<p>Observe and identify features in the place they live and the natural world.</p> <p>Find out about their environment and talk about features they like and dislike.</p> <p>Examine change over time. Pose carefully framed open-ended questions, such as "How can we...?" or</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use locational and directional language (e.g., near and far, left and right), Describe the location of features and routes on maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>To use the eight points of a compass, and four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure record and present the human and</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use fieldwork to record features from the local environment.</p>

	<p>“What would happen if...?”.</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Begin to use eight points of a compass.</p> <p>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</p> <p>Pupils will use key resources to focus and develop geographical study skills.</p> <p>Pupils are able to give and receive directions, using appropriate positional language.</p> <p>Use fieldwork skills to make a range of observations in the local area.</p> <p>Use compass directions, locational/directional language to identify locations</p>	<p>physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use eight points of the compass, four and six-figure grid references and symbols on an Ordnance Survey map to build knowledge of the UK and wider world.</p> <p>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.</p>
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