

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 will name the seven continents and 5 oceans of the world.</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>Pupils will be able to name the 4 countries of the UK and their capital cities, and place them on a map.</p> <p>Pupils will understand the Union Flag and the 3 countries – England, Scotland and Ireland (Wales was considered part of the Kingdom of England) that have been represented.</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 and</p>	<p>Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains and rivers). Understanding physical geography through studying a region in a European country. 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>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. locate the oceans on a map. Locate the equator and hemispheres on a map. begin to understand that the Victorians loved to explore the world. Begin to understand that the Victorian Empire evolved in order to obtain natural resources.</p>	<p>Locate and name the main counties and cities in England.</p> <p>Locate the main countries in Europe. Locate and name principal cities, concentrating on environmental regions, key physical and human characteristics</p> <p>Locate and name principal cities of France, concentrating on environmental regions, key physical and human characteristics.</p> <p>Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, Link with local History, map how land use has changed in local area over time.</p> <p>Link with history, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a European country.</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>grounds, community centre, church, park, etc.</p>	<p>Identify some of the countries that were part of the Roman Empire. Identify the location of the Prime Meridian. Know why London was chosen to be the location of the Prime Meridian.</p> <p>Locate on a map of the world some chocolate producing countries.</p>	<p>Locate countries on a map of Europe to show where the Vikings came from and where they settled.</p> <p>Identify the countries of North and South America. Identify the capital city of a country. Create a travel guide for a trip to North America.</p> <p>Locate Little Houghton, Billing Aquadrome and Northamptonshire on a map of the UK.</p> <p>Use maps, atlases and digital mapping to locate places and describe features studied.</p> <p>Use eight points of the compass, four and six-figure grid references and symbols on an Ordnance Survey map.</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 (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river,</p>	<p>Describe and understand key aspects of: Physical geography including key topographical features (including hills, mountains, rivers and the water cycle including transpiration) Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Human geography including human characteristics and features of a European country and its major cities.</p> <p>Describe and understand key aspects of</p>	<p>Describe and understand key aspects of : 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 America.</p>

		<p>soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.</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. Plan a route giving reasons for choice and plan alternative routes.</p> <p>Use a range of subject specific vocabulary. Express own views on the environment and begin to give reasoned explanations for improvements.</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts</p>	<p>Describe and understand geographical similarities and differences through the study of human and physical geography of a European country, France.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Distribution of natural resources focusing on energy Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). <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>List human and physical characteristics of the village including land use. Identify key features of the area, including hills and rivers.</p> <p>Identify and discuss the main features of the area including rivers. Research land use near the River Nene and businesses that depend on it. Explain the water cycle using a diagram.</p>
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<p>Geographical Skills and Fieldwork</p>	<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 “What would happen if...?”.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries. Use locational and directional language (eg, 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 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</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn 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>Recognise that soils are made from rocks and organic matter</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 maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use fieldwork to record features from the local environment.</p>
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