



Geography Progression Map

<p>Penguins EYFS</p>	<p><i>By the end of EYFS</i>, children should:</p> <p>Understanding the world – People, culture and communities</p> <ul style="list-style-type: none">• describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps• explain some similarities and differences between life in this country and life in other countries• draw on knowledge from stories• draw on knowledge from non-fiction texts• look at simple maps, understanding that they show where places are
<p>Turtles Year 1</p>	<p><i>By the end of Year 1</i>, children should:</p> <p>Locational knowledge</p> <ul style="list-style-type: none">• know that a continent is a group of countries• know that they live in the continent of Europe• know that an ocean is a large body of water• Showing on a map which country they live in• know that the UK is short for 'United Kingdom'• know that the United Kingdom is made up of four countries and to be able to name them. <p>Place knowledge</p> <ul style="list-style-type: none">• name some key differences between their local area and a small area of a contrasting non-European country.• describe what physical features may occur in a hot place in comparison to a cold place.• know that life elsewhere in the world is often different to ours.• know that life elsewhere in the world often has similarities to ours. <p>Human and physical geography</p> <ul style="list-style-type: none">• describe how the weather changes with each season in the UK.• describe the daily weather patterns in their locality.• Confidently using the vocabulary 'season' and 'weather'.• know the four seasons of the UK.• know that 'weather' refers to the conditions outside at a particular time.

	<ul style="list-style-type: none"> • know that different parts of the UK often experience different weather. • know that a weather forecast is when someone tries to predict what the weather will be like in the near future. • know that weather conditions can be measured and recorded. • recognise some physical features in their locality. • know that physical features means any feature of an area that is on the Earth naturally. • recognise some human features in their locality. • know that human features means any feature of an area that was made or built by humans. <p>Geographical skills and field work</p> <ul style="list-style-type: none"> • use an atlas to locate the UK • use directional language to describe the location of objects in the classroom and playground. • use directional language to describe features on a map in relation to other features (real or imaginary). • recognise local landmarks on aerial photographs • draw freehand maps (of real or imaginary places) using simple pictures or symbols • Observe: Commenting on the features they see in their school and school grounds on a walk around the respective places. • Measure: Asking and answering simple questions about the features of their school and school grounds. • Record: Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. • Present: Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.
<p>Dolphins Year 2</p>	<p><i>By the end of Year 2</i>, children should:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • locate and name all the world’s seven continents on a world map. • locate and name the world’s five oceans on a world map. • show on a map the oceans nearest the continent they live in. • locate and name the capital cities of the four countries of the UK on a map of this area. • identify characteristics (both human and physical) of the four capital cities of the UK. • know that a sea is a body of water that is smaller than an ocean. • know that there are four bodies of water surrounding the UK and to be able to name them. <p>Place knowledge</p> <ul style="list-style-type: none"> • describe and begin to explain some key similarities between their local area and a small area of a contrasting non-European country.

- describe and begin to explain some key differences between their local area and a small area of a contrasting non-European country.
- know some similarities and differences between their local area and a contrasting non-European country.

Human and physical geography

- locate some hot and cold areas of the world on a world map.
- locate the Equator and North and South Poles on a world map.
- locate hot and cold areas of the world in relation to the Equator and the North and South poles.
- know that the Equator is an imaginary line around the middle of the Earth.
- know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.
- know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.
- know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.
- know that coastlines (and other physical features) change over time.
- describe and understanding the differences between a city, town and village.
- describe the key human features of a coast line and how it changes over time using subject specific vocabulary.
- describe the key physical features of a coast line and how it changes over time using subject specific vocabulary.

Geographical skills and field work

- use an atlas to locate the four capital cities of the UK.
- use a world map, globe and atlas to locate all the world's seven continents.
- use a world map, globe and atlas to locate the world's five oceans.
- Using locational language and the compass points (N, S, E, W)
- use a map to follow a prepared route.
- recognise landmarks of a city studied on aerial photographs and plan perspectives.
- recognise human features on aerial photographs and plan perspectives.
- recognise physical features on aerial photographs and plan perspectives.
- draw a map and using class agreed symbols to make a simple key.
- draw a simple sketch map of the playground or school grounds using symbols to represent human and physical features.
- use an aerial photograph to draw a simple sketch map using basic symbols for a key.
- Observe: Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.
- Measure: Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.

	<ul style="list-style-type: none"> Record: Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone. Present: Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.
<p>Seahorses Year 3/4</p>	<p><i>By the end of Year 4</i>, children should:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate some countries in Europe and North and South America using maps. locate some major cities of the countries studied. locate some key physical features in countries studied on a map including significant environmental regions. locate some key human features in countries studied. locate the world's most significant mountain ranges on a world map and identifying any patterns. locate where the world's volcanoes are on a map and identifying the 'Ring of Fire'. locate some of the world's most significant rivers and identifying any patterns. know where North and South America are on a world map. know that mountains, volcanoes and earthquakes largely occur at plate boundaries. know that climate zones are areas of the world with similar climates. know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). know that biomes are areas of world with similar climates, vegetation and animals. identify key physical and human characteristics of geographical regions in the UK. describe how a locality has changed over time, giving examples of both physical and human features. <p>Place knowledge</p> <ul style="list-style-type: none"> describe similarities between two regions studied. describe differences between two regions studied. describe why humans have responded in different ways to their local environments. discuss how climates have an impact on trade, land use and settlement. explain what measures humans have taken in order to adapt to survive in cold places. know the negative effects of living near a volcano. know the positive effects of living near a volcano. know the negative effects an earthquake can have on a community. know ways in which communities respond to earthquakes. <p>Human and physical geography</p> <ul style="list-style-type: none"> map and label the seven biomes on a world map.

- understand some of the causes of climate change.
 - describe how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.
 - describe where volcanoes, earthquakes and mountains are located globally.
 - describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
 - describe how humans use water in a variety of ways.
 - know that the water cycle is the processes which move water around our Earth and to be able to name those processes.
 - know the key features of a river.
 - know the different types of mountains and volcanoes and how they are formed.
 - know that an earthquake is the intense shaking of the ground.
 - know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
 - know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
 - know that climate zones are areas of the world with similar climates.
 - know the world's different climate zones.
 - know that climates can influence the foods able to grow.
- Geographical skills and field work**
- begin to use maps at more than one scale: using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied
 - using the scale bar on a map to estimate distances.
 - find countries and features of countries in an atlas using contents and index: zooming in and out of a digital map.
 - begin to use the key on an OS map to name and recognise key physical and human features in regions studied.
 - use 4-figure grid references to locate features on a map in regions studied.
 - use a simple key on their own map to show an example of both physical and human features.
 - make and use a simple route on a map.
 - label features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.
 - Observe: Mapping land use in a small local area using sketch maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.
 - Measure: Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data.

	<ul style="list-style-type: none"> Record: Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Drawing simple maps and plans to scale (e.g 1m = 1 square) Using a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data. Present: Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.
<p>Sharks Year 5/6</p>	<p><i>By the end of Year 6</i>, children should:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> know the name of some counties in the UK (local to your school). know the name of some cities in the UK (local to your school). know the name of the county that they live in and their closest city. begin to name the twelve geographical regions of the UK. know that London and the South East regions have the largest population in the UK. identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. use longitude and latitude when referencing location in an atlas or on a globe. <p>Place knowledge</p> <ul style="list-style-type: none"> describe and explain similarities between two regions studied. explain how and why humans have responded in different ways to their local environments in two contrasting regions. compare the climate studied in a region of the UK with that of a region of North and South America and discussing how both climates have an impact on trade, land use and settlement. explain what measures humans have taken in order to adapt to survive in hot places. use maps to explore wider global trading routes. know some similarities and differences between the UK and a European mountain region. know why tourists visit mountain regions <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand the key aspects of the six biomes. describe and understand the key aspects of the six climate zones. understand some of the impacts and causes of climate change. describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.

- give examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.
- know vegetation belts are areas of the world that are home to similar plant species.
- know why the ocean is important.

Geographical skills and field work

- use and understand maps at more than one scale.
- use atlases, maps, globes and digital mapping to locate countries studied.
- use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- identify, analyse and asking questions about distributions and relationships between features using maps (e.g settlement distribution).
- Using the scale bar on a map to calculate distances.
- recognise an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
- recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
- use models and maps to talk about contours and slopes.
- select a map for a specific purpose.
- plan a journey to another part of the world using six figure grid references and the eight points of a compass.
- Observe: Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.
- Measure: Selecting appropriate methods for data collection.
- Designing interviews/questionnaires to collect qualitative data. Using standard field sampling techniques appropriately.
- Record: Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed.
- Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data.
- Present: Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Evaluating evidence collected and suggesting ways to improve this.
- Analysing quantitative data in pie charts, line graphs and graphs with two variables.