



PROGRESSION IN GEOGRAPHY

	Reception		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Area of Study	What is my place like?	Why is my world wonderful?	Why do we have cities?	Local field work study	What shapes my world?	Where could we go?
		Area of Study	What can I find?	Wherever Next?	Why is the N.E. special?	U.K. Discovery– is the U.K. the same everywhere?	Fantastic Forests– Why are they so important?	Field work Unit
		Area of Study	What is our country like?	Where shall we go? (Holidays)	Why does Italy shake and roar?	What can we discover about Europe?	What do places have in common?	Where has my food come from?
GEOGRAPHY	<p>Explore own immediate environment.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one to another.</p> <p>Be introduced to a variety of maps, ask and answer questions about what they can see.</p>	FIELDWORK	<ul style="list-style-type: none"> • Create plans and raw simple features in their familiar environment • Use basic observational skills • Carry out a small survey of the local area/school • Draw simple features • Use a camera in the field to help to record what is seen 	<ul style="list-style-type: none"> • Add labels onto a sketch map, map or photograph of features • Ask and respond to basic geographical questions • Ask a familiar person prepared questions • Use pro-forma to collect data e.g. tally survey • Recognise a photo or a video as a record of what has been seen or heard 	<ul style="list-style-type: none"> • Select views to photograph • Add titles and labels giving date and location information • Draw an annotated sketch from observation including descriptive / explanatory labels • Ask geographical questions • Use a simple database to present findings from fieldwork • Record findings from fieldtrips 	<ul style="list-style-type: none"> • Consider how photos provide useful evidence and use a camera independently • Locate position of a photo on a map • Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction • Record findings from fieldtrips • Use a database to present findings • Use appropriate terminology 	<ul style="list-style-type: none"> • Make a judgement about the best angle or viewpoint when taking an image or completing a sketch • Evaluate their sketch against set criteria and improve it • Use a database to interrogate/amend information collected, • Use graphs to display data collected 	<ul style="list-style-type: none"> • Use photographic evidence in their investigations • Evaluate the usefulness of the images • Use sketches as evidence in an investigation. select field sketching from a variety of techniques • Annotate sketches to describe and explain geographical processes and patterns • Select appropriate methods for data collection such as interviews • Evaluate the quality of evidence collected and suggest improvements
		MAP SKILLS	<ul style="list-style-type: none"> • Use a simple picture map to move around the school • Use relative vocabulary such as bigger, smaller, like, dislike • Use directional language such as near and far, up and down, left and right, forwards and backwards • Use world maps to identify the UK in its position in the world • Use maps to locate the four countries and capital cities of UK and its surrounding seas • Draw basic maps, including appropriate symbols and pictures to represent places or features • Use photographs and maps to identify features 	<ul style="list-style-type: none"> • Follow a route on a map • Use simple compass directions (North, South, East, West) • Locate and name on a world map and globe the seven continents and five oceans • Locate on a globe and world map, the hot and cold areas of the world including the Equator and the North and South Poles • Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) • Use and construct basic symbols in a key 	<ul style="list-style-type: none"> • Follow a route on a map with some accuracy • Locate places using a range of maps including OS & digital • Begin to match boundaries (e.g. find same boundary of a country on different scale maps) • Use 4 figure compasses, and letter/number co-ordinates to identify features on a map • Locate the UK on a variety of different scale maps • Name & locate some of the counties and cities of the UK • Try to make a map of a short route experiences, with features in current order • Create a simple scale 	<ul style="list-style-type: none"> • Follow a route on a large-scale map • Locate places on a range of maps (variety of scales) • Identify features on an aerial photograph, digital or computer map • Begin to use 8 figure compass and four figure grid references to identify features on a map • Locate Europe on a large-scale map or globe • Name & locate the counties and cities of the UK • Name and locate countries in Europe (including Russia) and their capital cities • Recognise and use OS map symbols, including completion of a key and understanding why it is important 	<ul style="list-style-type: none"> • Compare maps with aerial photographs • Select a map for a specific purpose • Follow a short route on an OS map • Describe the features shown on an OS map • Begin to use atlases to find out other information (e.g. temperature) • Find and recognise places on maps of different scales • Use 8 figure compasses, begin to use 6 figure grid references. • Locate the world's countries, focus on North & South America • Draw a sketch map using symbols and a key, • Use and recognise OS map symbols regularly 	<ul style="list-style-type: none"> • Use atlases to find out data about other places • Use 8 figure compass and 6 figure grid reference accurately • Use lines of longitude and latitude on maps • Identify the position and significance of lines of longitude & latitude • Draw a variety of thematic maps based on their own data • Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages • Draw plans of increasing complexity • Begin to use and recognise atlas symbols

			<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 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country 	<ul style="list-style-type: none"> Name and locate some 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 	<ul style="list-style-type: none"> Name and locate counties of the United Kingdom Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed 	<ul style="list-style-type: none"> -Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	<ul style="list-style-type: none"> 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)
			<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> Identify the location of the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> Describe and understand key aspects of volcanoes and earthquakes, rivers and the water cycle, types of settlement and land use 	<ul style="list-style-type: none"> Describe and understand key aspects of mountains, rivers and the water cycle, types of settlement and land use 	<ul style="list-style-type: none"> Describe and understand key aspects of mountains and vegetation belts, types of settlement and land use 	<ul style="list-style-type: none"> Describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Describe climate zones and biomes
			<p>city, town, village, factory, farm, house, office, port, harbour, shop, beach, sea</p>	<p>beach, cliff, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season and weather,</p>	<p>Settlement, factory, urban, rural, land use, environment, human, physical, country, county, population, inhabitant.</p> <p>Tectonic –plate boundaries, Volcano, Stromboli, eruption, magma, ash, gas, vent, cone, crater, lava flow Earthquake–vibration, fault, epicentre, Richter scale, tremor, seismic, hazard</p> <p>Continent, Europe, bay, peninsula, region, hills.</p> <p>Stream, tributary, source, mouth, flood, estuary, current, erosion, flow, deposition. power, transport, employment, resources, water cycle.</p>	<p>United Kingdom, capital., region. Landscape, relief, landmark. Mountains, climate. Climate change. Granite, pebble, sandy, chalk, lake, peninsula. Grid reference, 4 figure grid references</p> <p>Biome, fjord, dense/sparse. Trade, natural resource.</p> <p>Coastline, coastal, rock, sediment, landform, estuary, wave, tide, , longshore drift, cliff, arch, stack, stump, swash, backwash, solution, attrition, abrasion, hydraulic action, groyne, gabion, sea wall, hard and soft engineering.</p>	<p>forest, woodland, equator, tropics, hemisphere. Deforestation, deciduous, coniferous, temperate, boreal, tropical, plantation.</p> <p>Process, ice, glacier, climate zones, Earth's crust, soil.</p> <p>longitude and latitude, sub/tropical, terrain, import, export, leisure, inches (rainfall), kilometre, (rainforest, pollution, flora/fauna, networks, minerals, energy.</p>	<p>Meridian, characteristics, habitat, UNESCO, dairy, cereal, livestock, producer.</p> <p>Housing, site, shopping, services, primary data, secondary data, change, f, mine, employment</p>