

# Geography Progression Map

## Locational and Place Knowledge

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To look closely at similarities, differences, patterns and change.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Name and locate the world's 7 continents.</p> <p>Understanding the terms 'continent' and 'sea'.</p> <p>Understand that a world map shows all the countries in the world.</p> <p>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</p> <p>Navigate their way around the classroom and school grounds.</p>	<p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and India (India topic link).</p> <p>How life has changed in Egypt (Ancient to modern day).</p> <p>Study pictures/videos of two differing localities, one in the UK and one in India, and ask geographical questions e.g. -- What is it like to live in this place? How is this place different to where I live?</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia.</p> <p>Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms etc.). Know and locate the world's oceans.</p>	<p>Identify the continents of North and South America, using maps, globes and Google Earth.</p> <p>During the 'The Amazing Americas' topic, study the Amazon rainforest. Study of North America - environmental regions, key physical and human characteristics in 'Trading and Economics' topic.</p> <p>Major cities, rivers, lakes and landmarks. Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.</p>	<p>In depth study of the UK: Environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains, and coasts.</p> <p>Choose 3 key areas of the UK and look at how land use has changed over time. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate mountains and volcanoes in 'Mountains' topic.</p>	<p>During World Geography topic, study the major countries in the world – there are other key focus countries in other topics; like 'The Amazing Americas', 'Trading and Economics' and 'Enough for Everyone'.</p> <p>Identify countries and major cities in America e.g. rivers, mountains, capitals, landmarks. - In depth study into a country in America, focusing on the USA, and Russia in Asia. Compare findings to the UK.</p>

## Human and Physical Geography

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>To talk about why things happen and how things work.</p> <p>To develop an understanding of growth, decay and changes over time.</p> <p>To show care and concern for living things and the environment.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Identify the human and physical features of the school environment. Identify seasonal and daily weather patterns in the UK.</p>	<p>Rivers – comparison of the River Thames to the River Nile. Deserts – characteristics and locations across the world. (including the arctic and Antarctic).</p> <p>Identify the human and physical features of Portsmouth and Cairo (Egypt study).</p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Whilst studying history, answer the questions: Why did the Anglo Saxons and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?</p> <p>Physical and human characteristics, countries and major cities in Europe.</p> <p>Study maps of Anglo Saxon and Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about changes.</p>	<p>Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Vocabulary: climate zones, biomes, vegetation belts and the water cycle 'World Geography'.</p> <p>Using photographs, children to make connections between human and physical characteristics of a country in South America and North America.</p> <p>Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South America.</p>	<p>Mountains, volcanoes earthquakes /natural disasters (floods, tsunamis).</p> <p>Types of settlement and land use.</p> <p>Locate places in the world where volcanoes occur. Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. 'Our Changing World'.</p> <p>Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</p>	<p>Study counties and cities in the UK, identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs 'Marvellous Maps'.</p> <p>On a world map, locate the main countries in Europe and Asia and identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 'Trading and Economics and Our Changing World'.</p>

**Fieldwork**

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment e.g. note taking, videoing, data collection, sketches, and observations.</p> <p>Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc. and use them to create memory maps to show the journey.</p>	<p>Fieldwork to develop knowledge and understanding of the school and their local area (School --Compton --Hampshire).</p> <p>Use simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding environment.</p> <p>Fieldwork in the local area/close proximity to the school e.g. the road, park, woods, valley and shop.</p>	<p>Use the 8 points of a compass, symbols and keys (including the use of Ordnance Survey maps) to explain/identify points on a map and build their knowledge of the local area, United Kingdom and the wider world.</p> <p>Use locational language to describe the location of points on a map of the school/local area. (e.g. Plan a tour of the school, which includes a map/plan of the school and the main geographical features you would see identified, with a key).</p> <p>Undertake environmental surveys of the village – land use, noise, likes/ dislikes, areas for improvement.</p>	<p>Children begin to experiment with and understand 4 figure grid references on maps.</p> <p>Comparison between British climate, vegetation and wildlife compared to South America.</p> <p>Use recognised symbols to mark out local areas of interest on own maps. - Choose effective recording and presentation methods e.g. tables to collect data.</p>	<p>Use the eight points of a compass, four and six figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use the following classifications for buildings: Residential, retail, professional/ commercial, industrial and storage, entertainment/ leisure and public authorities.</p> <p>Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way using keys to make data clear. Draw conclusions from the data.</p>	<p>Undertake a survey of the local land use - tally counting, identification and observation.</p> <p>Collate the data collected and record it using data handling to produce graphs and charts of the results. - Ask Geographical questions.</p> <p>Analyse evidence and draw conclusions - Be aware of own responsibility in the world. Information used to create own settlement around the values and features found desirable.</p>