

LAS GEOGRAPHY PROGRESSION MAP

Geography National Curriculum Strands

| Geography | | | |
|--------------------------|-------------------------|---------------------------------|---|
| Three and Four-Year-Olds | Mathematics | | <ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. |
| | Understanding the World | | <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| Reception | Understanding the World | | <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. |
| ELG | Understanding the World | People, Culture and Communities | <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, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. |
| | | The Natural World | <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons. |

| | | | |
|--|---|--|--|
| <p style="text-align: center;">Locational Knowledge End of KS1</p> <ul style="list-style-type: none"> Can name and locate the world's seven continents and five oceans Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p style="text-align: center;">End of KS2</p> <ul style="list-style-type: none"> Can 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 Can 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 Can 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 style="text-align: center;">Place Knowledge End of KS1</p> <ul style="list-style-type: none"> Understands geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p style="text-align: center;">End of KS2</p> <ul style="list-style-type: none"> Understands 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 | <p style="text-align: center;">Human and Physical Geography End of KS1</p> <p>Can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and; key human features, including: city, town, farm, house, harbour and shop</p> <p style="text-align: center;">End KS2</p> <p>Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Can describe and understands key aspects of 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</p> | <p style="text-align: center;">Skills and Fieldwork</p> <p>End of KS1 Children will be able to –</p> <ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use aerial photos and construct simple maps Undertake simple fieldwork within school locality <p>End of KS2:</p> <ul style="list-style-type: none"> Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> |
|--|---|--|--|

| Skills | Year 1 Extreme Weather African Adventure | Year 2 Amazing Place and Spaces | Year 3 Eurovision | Year 4 Rainforest Land of Hope & Glory Transport and Trade | Year 5 Angry Earth | Year 6 Land of the free |
|--|---|--|--|--|---|--|
| Geographical language Locational Knowledge Place Knowledge | Use geographical language to describe feature or location: near/far/beside etc. to describe locations hill/beach/forest/ocean/weat her/local/a road/town/ village/farm/house | Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use geographical language to describe feature or location e.g. road/coastline coast, mountain, river, soil, valley, vegetation, weather, city, factory, office, shop. Use compass directions NSEW | to describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/ ocean fjord cliff lake Europe Continent mountain valley | ·to describe route and direction linking N/S/E/W with degrees on the compass ·link words to topic/theme e.g. river, tributary settlement /deforestation/transportation canopy latitude Tropic of Cancer, Tropic of Capricorn. Greenwich Mean time(GMT) trade route, Silk Road rade route | ·to describe route and direction, location linking 8 points of compass to degrees on compass link words to theme e.g. erosion, tectonic plates magma | ·describe route, direction, location ·16 points on compass to degrees on compass ·link words to theme e.g. indigenous plantation hemisphere |
| Enquiry (builds on questions from previous years) Human and Physical Geography | ask geographical questions e.g. what is it like to live in this place? | ask geographical questions –where is this place? what is it like? How has it changed? | ask geographical questions: where is this location? What do you think about it? | ask questions –what is this landscape like? what will it be like in the future? | ask questions: what is this landscape like? how has it changed? what made it change? how is it changing? | ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern changed? Name and locate some of the countries and cities of the world and their identifying human and physical features e.g hills, mountains, rivers. |
| Human and Physical Geography | express own views about a place, people, environment | express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences | analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population | analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps | analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life | analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it |

| | | | | | | |
|---|---|--|--|---|--|--|
| | recognise how places have become the way they are e.g. shops (patterns and processes) | recognise how places have become the way they are e.g. shops (patterns and processes) | identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling | identify and explain different views of people including themselves | identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject | identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views |
| Skills and Fieldwork - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) | observe and record e.g. identify buildings on a street – memory maps –journey sticks Talk about a place, people, environment explore simple maps of the local area. | observe and record in different ways e.g. sketches, diagrams, ICT Observe and record key human and physical features of the school and surrounding environment. | collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases) | collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns can use the 8 points of a compass; can use letter and number co-ordinates; can use satellite images and a variety of maps. | collect and record evidence. | collect and record evidence record measurement of river width/ depth/ velocity |
| Skills and Fieldwork: where, why? Use fieldwork techniques collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of | use simple field sketches use a camera | use simple field sketches and diagrams, use a camera | use more detailed field sketches and diagrams – | can collect data and present my findings mathematically; can annotate a sketch with descriptive and explanatory labels. | field sketches should show understanding of pattern/ movement/ change | field sketches should show understanding of pattern/ movement/ change. Understand some of the reasons for geographical similarities and differences between countries. Describe how countries and geographical regions are interconnected and interdependent. |

| | | | | | | |
|--|--|--|---|---|---|--|
| geographical processes | | | | | | |
| Skills and Fieldwork Map work/ atlas work | make simple maps and plans explore maps of the local area | use globes, maps, plans at a range of scales) use content/index to locate country/draw information from a map | draw maps plan view (from above) use key accurately use contents/index to locate page quickly and accurately (ICT) | ·draw accurate map – develop more complex key use contents/index to locate position of location including page/coordinates | draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc. | locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc. |