

Much Marcle Primary School – Geography Progression

CURRICULUM AREA	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
VOCABULARY	Town, weather, hot, cold, soil, here, there, near, far, Season, world, village, countryside, farm, factory, house, hill, sea, beach, shop, map,	Near, far, wet, sunny, hot, dry, cold, house, school, street, shop Human geography, Physical geography, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, valley, North sea, Irish sea, the channel, mountain, river, office, atlas, left, right	Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe	Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non-European	Rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle	Coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links	Biomes, longitude, latitude, rivers, meander, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere,
MAP SKILLS	-Provide play maps and small world equipment for children to create their own environments.	Follow directions; up/down, left/right, behind/in front of -Use own symbols on imaginary maps -Use relative vocab; bigger/smaller, like/unlike - Draw picture maps of imaginary places and from stories. -Talk about own maps.	Follow directions; North, East, South, West. -Use class agreed symbols on simple map. -Spatial matching; match the same area e.g. Continent on a larger map. -Make a representation of a real or imaginary place -Use a plan and atlas to help create simple maps.	-Use pairs of coordinates and four compass points. -Introduce need for a key and standard symbols. -Spatial matching, boundary matching; e.g. country boundary on a different scale map. -Make a map of a short route with features in the correct order. -Use larger scale map outside/use maps of other localities.	-Begin to use 4-figure grid reference to locate features on a map. -Introduce need for a key and standard symbols. -Make own maps of real places with increasing accuracy. -Use a variety of maps of different scale to locate places	-Use 4-figure grid reference to locate features on a map. -Use eight compass points. -Draw a map using symbols and a key, awareness of OS symbols. -Measure straight-line distance on a plan. -Draw a variety of thematic plans, based on own data. -Compare large-scale map and vertical photo, select maps for a purpose.	-Use 6-figure grid reference to locate features on OS map. -Use OS standard symbols. - Scale reading and drawing, comparison of map scale. -Draw scale plans of increasing complexity. -Follow route on small-scale OS map and describe features seen.
ENQUIRY SKILLS	-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. -Talk about the features of their own immediate environment and how environments might vary from one another. -Provide stories that help children to make sense of different environments.	-Use resources provided and their own observations to respond to questions about places.	-Select information from resources provided. -Use this information and their own observations to ask and respond to questions about places.	-Use skills and sources of evidence to respond to a range of geographical questions. -Offer reasons for some of their observations and judgements about places. - Offer explanations for the location for some human and physical features in different localities.	-Use skills and sources of evidence to respond to a range of geographical questions. -Offer reasons for some of their observations and judgements about places. - Offer explanations for the location for some human and physical features in different localities	-Draw on their knowledge and understanding to suggest suitable geographical questions for study. -Use a range of geographical skills and evidence to investigate places and themes.	-Identify relevant geographical questions. - Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes. -They reach plausible conclusions and present their findings both graphically and in writing.
FIELD WORK	-Arouse awareness of features of the environment in the setting and immediate local area, e.g. walk around local area -Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.	-Use world maps, atlases and globes to identify the United Kingdom and its countries. -Use simple fieldwork and observational skills to study the geography of their school and its grounds surrounding -devise a simple map; maps of school playgrounds, map journey to the church, Hellens ... -Use aerial photographs	-Plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key. -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of	-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. -Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the	-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. -Learn the eight points of a compass, four-figure grid references. -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	-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. -Use the eight points of a compass, 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.	-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied -Extend to 6 figure grid references with teaching of latitude and longitude in depth. -Expand map skills to include non-UK countries. -Confidently use fieldwork to observe, measure and record the human and physical

			<p>features and routes on a map.</p> <ul style="list-style-type: none"> -The key human and physical features of its environment 	<p>United Kingdom and the wider world</p> <ul style="list-style-type: none"> -Begin to use fieldwork to observe 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>graphs, and digital technologies.</p>	<ul style="list-style-type: none"> -Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p>PLACE AND LOCATIONAL KNOWLEDGE</p>	<ul style="list-style-type: none"> -Use the local area for exploring both the built and the natural environment. -Understand the difference between natural environment and manmade. -Know the difference between land and water <p>People, Culture and communities ELG: 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.</p>	<ul style="list-style-type: none"> -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. -Understand the difference between human and physical geography. 	<ul style="list-style-type: none"> -Name and locate the surrounding seas of the United Kingdom. -Name and locate the world’s seven continents and five oceans -Understand and study the difference between human and physical geography with a study of a contrasting location. -Know the basic compass directions (north, east south, west). 	<ul style="list-style-type: none"> -Name and locate several countries in Europe including France, Germany, Spain and Italy -Name different cities of the UK and the human and physical characteristics. -Identify and locate highest mountains/volcanoes in the world. 	<ul style="list-style-type: none"> -On a world map, locate areas of either similar environmental regions, desert, rainforest or temperate regions (habitats link). -Locate and name the main counties and cities in England. -Locate and name the main counties and cities in/around Herefordshire. -Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. -Identify and locate largest deserts in the world. 	<ul style="list-style-type: none"> Locate the main countries in Europe and North or South America. Locate and name principal cities. -Compare 2 different regions in UK rural/urban. Names and locate counties of the UK and the human and physical features. -Linking with History, compare land use maps of UK from past with the present, focusing on land use. Changes in land use since Anglo Saxons Linking with local History, map how land use has changed in local area over time. -Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day 	<ul style="list-style-type: none"> -Consolidate longitude and latitude with regards to the placement of countries -Identify their main environmental regions, key physical and human characteristics, and major cities. -Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. -Identify and locate the longest rivers in the world.
<p>HUMAN AND PHYSICAL GEOGRAPHY</p>	<ul style="list-style-type: none"> -Shows care and concern for the environment. -Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. -Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors <p>People, Culture and communities ELG: 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.</p>	<ul style="list-style-type: none"> -Identify seasonal and daily weather patterns in the United Kingdom. -Identify the location of hot and cold areas of the world. -Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop -Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> -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 -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop -Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> -Brief introduction to Volcanoes and earthquakes linking to Science: rock types. -Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. -Types of settlements in Early Britain linked to History. Why did early people choose to settle there? 	<ul style="list-style-type: none"> -Human geography including trade links in the Pre-roman and Roman era. -Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. -Types of settlements in modern Britain: villages, towns, cities 	<ul style="list-style-type: none"> -Describe and understand key aspects of: Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T -Types of settlements in Viking, Saxon Britain linked to History 	<ul style="list-style-type: none"> -Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) -Fair/unfair distribution of resources (Fairtrade). -Human geography including trade between UK and Europe and ROW

KS3

Locational Knowledge	Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities
Place Knowledge	Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia
Human and Physical Geography	<p>understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p> <ul style="list-style-type: none"> • physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts • human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources <p>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>
Geographical Skills and Fieldwork	<p>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</p> <p>Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> <p>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>