

Progression trackers – Geography

Nursey	Birth to three	Three and four year olds
Understanding the world	<ul style="list-style-type: none"> • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outdoors. • Explore and respond to different natural phenomena in their settings and on trips. 	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Talk about what they can see, using a wide vocabulary. • 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	
Understanding the world	People, Culture and Communities (ELG)	The Natural World (ELG)
<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. • Describe what they see, hear and feel when outside. • Recognise some environments that are different to the one in which we live. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what they have been read in class. • 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. 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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 and changing states of matter.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>GEOGRAPHICAL KNOWLEDGE</p> <p>The UK and local area</p>	<p>Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</p> <p>Know about the local area and can name key landmarks, e.g. the nearest local green space</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Know about the local area, and name and locate key landmarks.</p>	<p>Describe where the UK is located, and name and locate its four countries; locate where they live in the UK.</p> <p>Locate and describe some physical environments in the UK, e.g. coastal environments.</p> <p>Relate continent, country, county, city/where they live.</p> <p>Locate the UK's major urban areas; locate some physical environments in the UK</p>	<p>Describe where the UK is located and where they live in the UK using terminology such as north, south, east, west.</p> <p>Locate and describe some human and physical characteristics of the UK.</p>	<p>Consider why we export the type of goods we do. Consider the use of trade in the local area.</p>	<p>Locate and describe several physical environments in the UK and mountain environments, and how they change.</p> <p>Locate the UK's regions, counties and major cities.</p> <p>Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. (also link to Liverpool)</p> <p>Recognise broad land-use patterns of the UK.</p>
<p>The world and its continents</p>	<p>Recognise and name some continents and</p>	<p>Name and locate the seven continents and five oceans on a globe or atlas.</p>	<p>Locate countries in Europe and North and South America on a map or atlas. (link to</p>	<p>Locate some major cities and countries of Europe and North and South America on</p>	<p>Locate some of the world's time zones.</p>	<p>Describe key physical and human</p>

	oceans on a globe or atlas. (relating to weather and seasons)		<p>coasts, volcanoes and earthquakes)</p> <p>Describe South American cities using an atlas.</p> <p>Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p>	<p>physical and political maps.</p> <p>Understand continent, country, state, city.</p> <p>Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>The child can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.</p>	<p>Describe biomes and vegetation belts.</p> <p>Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p>	<p>characteristics and environmental regions of Europe and North and South America. (Mountains)</p> <p>Ensure knowledge of the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GEOGRAPHICAL UNDERSTANDING Physical themes	<p>Talk about the day-to-day weather and some of the features of the seasons in their locality.</p> <p>Show awareness that the weather may vary in different parts of the UK and in different parts of the world.</p> <p>Talk about a natural environment, naming its features using some key vocabulary. (Sefton Park)</p>	<p>Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</p> <p>The child can recognise a natural environment and describe it using key vocabulary. (Fieldwork)</p>	<p>Describe the pattern of hot or cold areas of world and relate this to the position of the Equator and the Poles.</p> <p>Recognise different natural features such as volcanoes and coasts and describe them using a range of key vocabulary.</p>	<p>Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>Describe a river environment in the UK, using appropriate geographical vocabulary.</p> <p>Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers.</p>	<p>Understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest.</p> <p>Understand that animals and plants are adapted to the climate.</p> <p>Understand our food is grown in many different countries because of their climate.</p>	<p>Understand how food production is influenced by climate.</p> <p>Describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed.</p> <p>Describe and understand a range of key physical processes and the resulting landscape features. (The UK)</p>

<p>Human Themes</p>	<p>Talk about a human environment, such as the local area naming some features using some key vocabulary.</p>	<p>Identify a range of human environments, such as the local area, city and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.</p>	<p>Identify and sequence a range different human Environments from a village to a city.</p> <p>Relate settlements to local area and contrast settlements such as a coast.</p> <p>Recognise features and some activities that occur in different settlements using a range of key vocabulary. (City/coast)</p> <p>Recognise the main land uses within urban areas and the key characteristics of rural areas. (Coasts and Locality study)</p> <p>Understand the basic physical and human geography of the UK and its contrasting human and physical environments.</p>	<p>Describe the characteristics of settlements with different functions, e.g. village to city.</p> <p>Understand the physical and human geography of the UK and its contrasting human and physical environments. (Rivers)</p> <p>Explain why some regions are different from others.</p> <p>Describe and compare similarities and differences between some regions in Europe and North or South America.</p> <p>Understand how the human and physical</p>	<p>Describe different types of industry currently in the local area.</p> <p>Know the journey of how one product gets into their home in detail.</p> <p>Understand how a region has changed.</p> <p>Understand that products we use are imported as well as locally produced.</p> <p>Explain how the types of industry in the area have changed over time.</p>	<p>Describe some renewable and non-renewable energy sources.</p> <p>Explain how the types of industry in the area have changed over time.</p> <p>Know where some of our main natural resources come from.</p> <p>Understand how a region has changed and how it is different from another region of the UK.</p> <p>Describe the main land uses within urban areas and identify the key characteristics of rural areas.</p>
----------------------------	--	---	---	---	--	---

<p>Understanding places and connections</p>	<p>Make observations about, and describe, the local area and the nearest local green space.</p>	<p>Make observations about, and describe, the local area and its physical and human geography.</p> <p>Describe the physical and human geography of a distant place.</p> <p>The child can describe their locality and how it is different and similar to the distant place.</p>	<p>Recognise that there are physical and human differences within countries and continents.</p> <p>Show awareness of the physical and human characteristics of a region in North or South America.</p> <p>Understand how physical processes can cause hazards to people.</p> <p>Describe some advantages and disadvantages of living in hazard-prone areas.</p>	<p>characteristics of one region in Europe and North or South America are connected and make it special.</p> <p>Describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>Using maps</p> <p>Follow a route on a large scale map</p> <p>Locate places on a range of maps (variety of scales)</p>	<p>Explain some ways a biome (including the oceans) is valuable and under threat from human activity.</p> <p>Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity.</p> <p>Understand how human activity is influenced by climate and weather.</p> <p>Identify an important environmental issue. (Amazon)</p>	<p>Know and share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique.</p> <p>Understand hazards from physical environments and their management, such as avalanches in mountain regions.</p>
--	--	---	--	--	--	--

Map Skills	<p>Using Maps</p> <p>Use a simple picture map to move around the school</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>Map knowledge Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p>Making maps Draw basic maps, including appropriate symbols and pictures to represent places or features.</p> <p>Use photographs and maps to identify features.</p>	<p>Using Maps</p> <p>Follow a route on a map Use simple compass directions (North, South, East, West)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Map knowledge 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</p> <p>Making maps 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.</p>	<p>Using maps</p> <p>Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p>Begin to use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p>Map knowledge Locate the UK on a variety of different scale maps.</p> <p>Name & locate the prominent coasts in the UK.</p> <p>Making maps Try to make a map of a short route experiences, with features in current order.</p> <p>Create a simple scale drawing.</p> <p>Use standard symbols, and understand the importance of a key.</p>	<p>Identify features on an aerial photograph, digital or computer map</p> <p>Use 4 figure compass and four figure grid references to identify features on a map</p> <p>Map knowledge Locate Europe on a large scale map or globe</p> <p>Locate the world's countries, focus on North & South America</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities.</p> <p>Making maps Recognise and use OS map symbols, including completion of a key and understanding why it is important.</p> <p>Draw a sketch map from a high viewpoint.</p>	<p>Using maps</p> <p>Compare maps with aerial photographs</p> <p>Select a map for a specific purpose</p> <p>Begin to use atlases to find out other information (e.g. temperature)</p> <p>Find and recognise places on maps of different scales</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p> <p>Map knowledge Identify the position and significance of lines of longitude & latitude.</p> <p>Making maps Draw a variety of thematic maps based on their own data.</p>	<p>Using maps</p> <p>Follow a short route on a OS map</p> <p>Describe the features shown on an OS map</p> <p>Use atlases to find out data about other places</p> <p>Use 8 figure compass and 6 figure grid reference accurately</p> <p>Use lines of longitude and latitude on maps</p> <p>Map knowledge Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.</p> <p>Making maps Draw plans of increasing complexity.</p> <p>Begin to use and recognise atlas symbols.</p>
-------------------	--	--	--	---	---	---

--	--	--	--	--	--	--

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and enquiry Fieldwork	<p>(My Local area where do I live – start with school ground, walk to local shop, walk around local area)</p> <p>Use basic observational skills</p> <p>Draw simple features</p> <p>Ask a familiar person prepared questions</p> <p>Create plans and raw simple features in their familiar environment</p> <p>Add labels onto a sketch map, map or photograph of features</p>	<p>(Recap year 1 - School grounds/ wider local area- identify land use, human/ physical features in Sefton Park)</p> <p>Carry out a small survey of the local area/school</p> <p>Ask and respond to basic geographical questions</p> <p>Use a pro-forma to collect data e.g. tally survey</p> <p>Recognise a photo or a video as a record of what has been seen or heard</p> <p>Use a camera in the field to help to record what is seen</p>	<p>(Re-cap year 2 Contrast with a coastal area e.g. formby / Crosby / New Brighton)</p> <p>Gather information</p> <p>Use a simple database to present findings from fieldwork</p> <p>Use appropriate terminology</p> <p>Sketching buildings in area</p> <p>Add titles and labels giving date and location information</p> <p>Consider how photo's provide useful evidence</p> <p>Compare and contrast maps of the two areas</p>	<p>(Re-cap year 3 Rivers – visit points on River Mersey)</p> <p>Ask geographical questions</p> <p>Record findings from fieldtrips</p> <p>Use a database to present findings</p> <p>Sketch key points of interest adding detail</p> <p>Select views to photograph</p> <p>Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p>use a camera independently</p> <p>Locate position of a photo on a map</p> <p>Compare and contrast different styles of maps Of both areas</p>	<p>(Re-cap year 4 Trade Maritime Museum – Seized or Liverpool Trade walk – Culture Liverpool)</p> <p>Select appropriate methods for data collection such as interviews</p> <p>Evaluate the quality of evidence collected and suggest improvements</p> <p>Evaluate their sketch against set criteria and improve it</p> <p>Annotate sketches to describe and explain geographical processes and patterns</p> <p>Make a judgement about the best angle or viewpoint when taking an image or completing a sketch</p>	<p>(Local area- land use over time. Colomendy – orienteering Fiddlers Ferry investigation)</p> <p>Use a database to interrogate/amend information collected, Use graphs to display data collected</p> <p>Use sketches as evidence in an investigation select field sketching from a variety of techniques</p> <p>Use photographic evidence in their investigations Evaluate the usefulness of the images</p>