

## Progression Map – Geography

Nursey	Birth to three	Three and four year olds
<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>• Repeat actions that have an effect.</li> <li>• Explore materials with different properties.</li> <li>• Explore natural materials, indoors and outdoors.</li> <li>• Explore and respond to different natural phenomena in their settings and on trips.</li> </ul>	<ul style="list-style-type: none"> <li>• Use all their senses in hands on exploration of natural materials.</li> <li>• Talk about what they can see, using a wide vocabulary.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>

Reception	Understanding the World	
Understanding the world	People, Culture and Communities (ELG)	The Natural World (ELG)
<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel when outside.</li> <li>• Recognise some environments that are different to the one in which we live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>GEOGRAPHICAL KNOWLEDGE</b></p> <p><b>The UK and local area</b></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 <b>local area</b> 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 <b>local area</b>, 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><b>The world and its continents</b></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 <b>latitude and longitude</b>.</p>	<p>Describe biomes and vegetation belts.</p> <p>Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their <b>latitude and longitude</b>.</p>	<p>characteristics and environmental <b>regions</b> of Europe and North and South America. (Mountains)</p> <p>Ensure knowledge of the Equator, the Tropics of Cancer and Capricorn, <b>latitude and longitude</b>, and relate this to their time zone, climate, seasons and vegetation.</p>
--	---	--	--	---	---	---

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>GEOGRAPHICAL UNDERSTANDING</b> <b>Physical themes</b>	<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 <b>climate zones</b> 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 <b>biome</b>, 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 <b>processes</b> and the resulting landscape features. (The UK)</p>

<p><b>Human Themes</b></p>	<p>Talk about a human environment, such as the <b>local area</b> naming some features using some key vocabulary.</p>	<p>Identify a range of human environments, such as the <b>local area, city</b> 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 <b>local area</b> and contrast <b>settlements</b> 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 <b>physical and human geography</b> of the UK and its contrasting human and physical environments.</p>	<p>Describe the characteristics of <b>settlements</b> with different functions, e.g. village to city.</p> <p>Understand the <b>physical and human geography</b> 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 <b>region</b> 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 <b>region</b> 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><b>Understanding places and connections</b></p>	<p>Make observations about, and describe, the <b>local area</b> and the nearest local green space.</p>	<p>Make observations about, and describe, the <b>local area</b> and its <b>physical and human geography</b>.</p> <p>Describe the <b>physical and human geography</b> 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 <b>region</b> 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 <b>region</b> 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><b>Using maps</b></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 <b>biome</b> (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 <b>regions</b>.</p>
--	--	---	--	--	--	--

<b>Map Skills</b>	<p><b>Using Maps</b></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><b>Map knowledge</b> 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><b>Making maps</b> Draw basic maps, including appropriate symbols and pictures to represent places or features.</p> <p>Use photographs and maps to identify features.</p>	<p><b>Using Maps</b></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><b>Map knowledge</b> 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><b>Making maps</b> 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><b>Using maps</b></p> <p>Follow a route on a map with some accuracy Locate places using a range of maps including OS &amp; 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><b>Map knowledge</b> Locate the UK on a variety of different scale maps.</p> <p>Name &amp; locate the prominent coasts in the UK.</p> <p><b>Making maps</b> 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><b>Map knowledge</b> Locate Europe on a large scale map or globe</p> <p>Locate the world's countries, focus on North &amp; South America</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities.</p> <p><b>Making maps</b> 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><b>Using maps</b></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><b>Map knowledge</b> Identify the position and significance of lines of longitude &amp; latitude.</p> <p><b>Making maps</b> Draw a variety of thematic maps based on their own data.</p>	<p><b>Using maps</b></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><b>Map knowledge</b> Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.</p> <p><b>Making maps</b> 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
<b>Geographical skills and enquiry</b>  <b>Fieldwork</b>	<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>