Geography Progression Document

Strand	Nursery	Reception	End point	1	2	End Point	3	4	End Point	5	6	End Point
Locational knowledge ***(awareness of where places are)***	To understand position through words alone. E.g. "The bag is under the table," – with no pointing. To describe a familiar route. To discuss routes and locations, using words like 'in front of' and 'behind'.	To draw information from a simple map e.g. from a story or a map of school.	-To draw information from a simple map and use positional language to describe the location of features of the map, e.g. the park is **in front of** school.	To name and identify where our school is and recognise it on a map. To name and identify the four countries of the UK on a map. To identify different types of extreme weather. To begin to understand that there are hot and cold areas of the world, e.g. the North and South poles.	To name and identify the four countries of the UK, capital cities and surrounding seas on a map, including our local area of Wythenshawe and Manchester. To name and locate the world's seven continents and five oceans on a map. To identify the equator and North and South poles on maps or globes.	- To identify the equator and North and South poles. - Be able to locate and name the world's seven continents and five oceans. - To be able to name and identify where they live on a map of the UK. - Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.	To locate the countries of Europe (including Russia) and their major cities using maps. To locate counties and cities of the UK, identify regions and their human/physical features. Use globes/maps/atlases to identify the positon and significance of the Equator, Northern and Southern Hemisphere. To begin to understand the position and significance of the Prime/Greenwich Meridian and time zones.	Study the key physical/human characteristics and regions of countries and major cities of Europe, North and South America.	- Identify position and significance of equator/ northern & Southern Hemispheres/ Arctic and Antarctic circles - Further develop understanding on world's continents and oceans. - Understand UK's location in Europe and name some European cities	To explain and describe the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). Locate countries and major cities across the globe.	Locate the countries of North and South America, concentrating on their regions, physical and human characteristics (e.g. Machu Picchu) and major cities. Locate the region of the world in which Ancient Mayans lived and explain, using sources, what the landscape, climate and natural vegetation in this area was like. Use globes to identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.	- Identify position and significance of the lines of longitude and latitude/ Prime Meridian/ Tropics of Cancer & Capricorn. - Locate countries in rest of the world and compare to the UK. - Understand the UK's location in relation to the rest of the world.

Place knowledge ***(understanding and comparing what places are like)***	To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	To recognise some similarities and differences between life in this country and life in other countries.	- To 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.	To identify hot and cold areas of the world and appropriate clothing. To identify human and physical features of the local area using maps and a local walk.	To identify and compare human and physical features of a small part of the UK and a non-European country using maps and secondary sources *(videos, books etc).* To identify human and physical features of a beach using maps and first-hand experience from a trip.	- Identify features of the local area - Compare similarities and differences between a small area of the UK and a small area in a Non-European country. - Identify hot & cold areas of the world in relation to the Equator and the North and South Poles.	Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in a European county (e.g. Greece)	Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in a European country (e.g. Italy).	- Understand the geographical characteristics of the UK. - Compare similarities and differences between an area of the UK and a European country.	Understand the geographical characteristics of the UK and what makes it unique. Understand geographical similarities and differences of a region of the UK and a region outside of Europe (e.g. Egypt).	Understand geographical similarities and differences of a region of the UK and a region in a European country (e.g. Tromso). Understand geographical similarities and differences of a region of the UK and a region of South America (e.g. Peru).	- Understand the geographical similarities and differences of a region of the United Kingdom, a region in a European country, and a region within North or South America. - Understand the geographical characteristics of the UK and what makes it unique.

Human geography ***(man-made elements of the environment)***	To describe a familiar route through human geography e.g. walking from Nursery to the dinner hall.	To recognise some environments that are different to the one in which they live.	-To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	To describe how pollution affects the local environment *(e.g. litter, traffic etc).* To use basic geographic vocabulary to identify and describe human features of the local area *(shops, buildings, town).*	To use basic geographic vocabulary to identify and describe human features of a different part of the UK and a non-European country *(shops, buildings, town).* To describe how pollution and affects an environment *(e.g. airport, beach)*	- Use basic geographical vocabulary to identify and describe human features of the local area. - Use basic geographical vocabulary (city, town, village, factory, farm, house, office, port, harbour and shop) to compare a different area of the UK and a non-European place. - Describe how pollution affects the local environment.	Describe and understand key features of human geography *(e.g. types of settlement and food production/distribution)* using geographical and technical vocabulary. Provide reasonable explanations for features in relation to location *(e.g. Dwellings are built near water sources because…)* To understand and explain economic activity and trade links e.g. Fairtrade for English Farmers. Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in a European country e.g. Greece.	Describe and understand types of settlement and land use. Use geographical and technical vocabulary with greater accuracy. To evaluate how pollution affects the world's oceans. Study the human and physical features of a place e.g. the Great Barrier Reef.	- Describe and understand key features of human Geography (settlement/ food production) using technical vocabulary. - Describe and understand types of settlement and land use and provide reasons for location. - Evaluate the impact of pollution on a greater scale.	Describe and understand types of settlement, land use, economic activity and trade links. Provide detailed explanations for features in relation to location *(e.g. Dwellings are built near water sources because…)*	Describe and understand types of settlement, land use, economic activity, trade links and distribution of natural resources including energy, food, minerals and water. To evaluate the effectiveness of environmental schemes in place to sustain or improve the environment.	- Describe and understand types of settlement, land use, economic activity, trade links and distribution of natural resources including energy, food, minerals and water. - Evaluate the effectiveness of environmental schemes in place to sustain or improve the environment.

Physical geography ***(natural elements of the environment)***	To begin to understand the need to respect and care for the natural environment and all living things.	To recognise some environments that are different to the one in which they live. To keep a daily class weather chart and discuss seasonal changes.	-To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -To understand some important processes and changes in the natural world around them, including the seasons.	To use basic geographic vocabulary to identify and describe physical features of the local area *(fields, trees, soil).* To identify seasonal and daily weather patterns in the UK by keeping a weekly class weather chart.	To use basic geographic vocabulary to identify and describe physical features of a different part of the UK and a non-European country *(fields, trees, soil).* To use basic geographic vocabulary to identify and describe physical features of beaches.	- Identify seasonal and daily weather patterns in the United Kingdom. - 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.	Describe and understand key physical features (e.g. rivers, mountains) and geographical processes *(e.g. the water cycle*) using geographical and technical vocabulary. Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in a European country e.g. Greece. To understand the characteristics of different biomes e.g. temperate forest/woodland and understand how water affects a biome. To identify climate zones and vegetation belts. To identify the location of major rivers around the world and their features. Describe the components of the water cycle and explain the important role that rivers play. Identify and describe the features of river estuaries and explain why they're such important ecosystems for wildlife.	To describe and understand key aspects of rivers, mountains, volcanoes and earthquakes. Use geographical and technical vocabulary with greater accuracy. Study the human and physical features of a place e.g. the Great Barrier Reef. To identify and describe the different layers of the ocean and creatures which live there.	-To describe and understand key aspects of physical geography including rivers, mountains, earthquakes, the water cycle.	To describe and understand climate zones, rivers, mountains, volcanoes and earthquakes. Name and locate topographical features (e.g. hills, mountains, coasts, rivers) and land-use patterns and understand how some aspects have changed over time *(e.g. Ancient Egypt).* To describe and understand the characteristics of different biomes e.g. desert.	To describe and understand biomes, climate zones and vegetation belts. Use a wider range of geographical and technical vocabulary with greater accuracy.	-To describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.

Map skills ***(using maps, map knowledge and making maps)*** .	To look at simple maps and understand that maps are used to help people get to places	To draw information from a simple map.	-To draw information from a simple map and use positional language to describe the location of features of the map, e.g. the park is **in front of** school.	To understand and use directional/locational language *(near and far; left and right etc)* to describe a map of the local area. Use aerial photographs to retrieve information.	Use aerial photographs to retrieve information *(recognise landmarks; identify basic human and physical features).* To understand simple compass directions *(North, East, South, West)* and locational/directional language *(near and far; left and right etc)* to describe the location of features on a map of the UK. Draw a map of a real or imaginary place *(e.g. Scented Garden)* and construct a basic key. Use world maps, atlases and globes to identify the countries, continents and oceans studied.	-To use world maps, atlases and globes to identify the countries, continents and oceans studied. -To draw a simple map. -To understand simple compass directions and use directional language. -To use aerial photographs to retrieve information.	Use aerial photographs and atlases to retrieve information. To understand and use the four points of a compass to locate countries on a map and build knowledge of the wider world. Follow a route on a map with some accuracy. Make a map of a route *(e.g. route to school, route of a piece of fruit/food from one country to another)* Use world maps, atlases and globes to identify the countries, continents and oceans studied. Use aerial photos and digital maps to describe how physical features change along the course of a river.	Use aerial photographs, digital or computer maps and atlases to retrieve information. To begin to understand and use the eight points of a compass to locate countries on a map and build knowledge of the wider world. To use four figure grid references to identify features on a map. Follow a route on a large scale map. Draw a sketch map of the local area from a high viewpoint.	-To use four figure grid references to identify features on a map. -To follow a route on a map, make a map of a route, and draw a sketch map from a high viewpoint. - To begin to understand and use the eight points of a compass. -To use aerial photographs, digital or computer maps and atlases to retrieve information.	Use OS maps to retrieve information. To use eight figure compass and begin to use six figure grid references to identify features on a map. Use globes/maps/atlases to identify the positon and significance of the Equator, Northern and Southern Hemisphere. Draw a sketch map using symbols and a key.	To use eight figure compass and six figure grid references accurately. Use OS maps to retrieve information and describe the features of an OS map. (Digimaps) Follow a short route on an OS map. Use globes to identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn. Draw maps of increasing complexity (using OS or atlas symbols).	-To use eight figure compass and six figure grid references accurately. - To use OS maps (Digimaps) to retrieve information, follow a short route and describe the features of an OS map. - To use globes/maps/atlases to identify the position and significance of the equator, hemispheres, latitude, longitude, the Tropics of Cancer and Capricorn. –Draw a sketch map using symbols.

Geographical skills and fieldwork ***(enquiry, vocabulary, fieldwork)***	To use all their senses in hands-on exploration of natural materials.	To explore the natural world around them.	-To explore the natural world around them and talk about what they have explored.	Use locational/directional language to describe features outdoors. Go outside to observe and record weather using symbols. Go outside to observe and draw human and physical features around the school and the local area. To draw a simple map of a place.	Go outside to observe and record key human and physical features of a locality. Sketch a map of an area in a locality and label *(e.g. the airport).* Go on a local walk and complete a basic survey *(e.g. tally chart for how many cars/buildings seen).* Use the results to ask and answer basic geographical questions.	-Go outside to observe, describe and record key human and physical features of a locality, as well as record weather using symbols. -To draw and label a map. -Go on a local walk and complete a basic survey, then use the results to ask and answer basic geographical questions.	Take photographs in the field and add titles and labels e.g. rivers. Collect data from a range of sources (*e.g. market research)* and suggest patterns and reasons for them. Communicate findings in ways appropriate to the task/audience *(e.g. newspaper article, annotated photograph etc)*	Take photographs of human and physical features whilst in the field and use to ask and answer questions. Observe and record data in the local area *(e.g. to inform areas for development-enterprise).* Present findings as a group and respond to questions. Communicate findings in ways appropriate to the task/audience *(e.g. chart/bar graph, persuasive writing etc)*	-Take photographs in the field, label and use to ask and answer questions. -Collect and analyse data from a range of sources including first-hand observations. -Record and present findings in ways appropriate to the task/audience.	Observe and record geographical data *(e.g. rainfall, wind speed, temperature)*. Communicate findings in ways appropriate to the task/audience *(e.g. annotated sketches, line graphs etc).* Ask and answer geographical questions using correct vocabulary.	Observe and record data around geographical processes *(e.g. measuring the melting of an 'iceberg').* Communicate findings in ways appropriate to the task/audience *(e.g. pie charts, line graphs, spreadsheets, extended writing).* Ask and answer geographical questions using complex vocabulary.	-Observe and record geographical data and communicate findings in increasingly sophisticated ways. -Ask and answer geographical questions using increasingly complex and technical vocabulary.