

Progression Overview for Geography

<u>Year Group</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Attitudes</u>	<u>Vocabulary</u>
Nursery	- Describe a simple journey e.g. around school - Collect objects on a journey to create a 'journey stick' e.g. an autumn walk	- talk about the features of their own immediate environment - know that there are different countries in the world and talk about what they have seen in photos - begin to understand the need to care for the natural environment	<u>People and Communities</u> recognise some of the similarities and differences between life in this country and life in other countries.	Seasons – Autumn, Winter, Spring and Summer. Holiday, travel, journey <u>Physical features vocabulary:</u> beach, forest, hill, mountain, sea, river <u>Human features vocabulary:</u> farm, house, shop, building, road, park
Reception	- Draw information from a simple map. - Make a simple drawing to show their immediate environment with some 'landmarks' / objects in the correct order e.g. classroom, corridor, doors, office.	- know some similarities and differences between the natural world around them and contrasting environments - understand some important processes and changes in the natural world such as the seasons.	<u>People and Communities</u> recognise some of the similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction and simple maps.	Seasons – Autumn, Winter, Spring and Summer and related weather e.g. rain, sunshine, cloudy, snow, thunderstorm. <u>Physical features vocabulary:</u> beach, forest, hill, mountain, sea, river, lake <u>Human features vocabulary:</u> town, farm, house, harbour, shop, school, road, library, park
Year 1 The World and My School (W) Our School Grounds (SG) Our Local Park (LP)	<u>Map and atlas work</u> - Use world maps and globes to identify the UK and its countries. W - Locate places on a map of the local area using positional vocabulary SG LP Challenge use simple compass directions and locational language to describe a journey <u>Fieldwork and Investigation</u> - Use simple fieldwork and observational skills to study the geography of their	<u>Locational Knowledge</u> - Locate Kingshurst primary school within Kingshurst using maps and aerial views. W LP - Understand how our local area fits within the UK W CHALLENGE name, locate some of the world's seven continents and oceans on globes, atlases and world maps <u>Place Knowledge</u> - Understand geographical similarities and differences through studying the human and physical geography of a local area of the UK SG LP	<u>Understanding Places</u> - Know about the seasons of the UK W - make observations about, and describe, the local area and the nearest local green space. SG LP - show awareness of their locality and talk about the geographical features of the place SG LP	<u>The World and My School</u> atlas, beach, capital, city, climate, coast, continent, country, factory, farm, forest, hill, house, landmark, land use, location, map, mountains, ocean, plan perspective, river, seasonal, shop, town, trade, valley, village, volcano, weather <u>Our School Grounds / Our Local Park</u>

	school and its grounds including the human and physical environment SG LP Devise a simple map of a local area e.g. our school W LP	Human and Physical Geography - know about the local area and name key landmarks - Talk about the day-to-day weather and some of the features of the seasons in their locality and show awareness that weather may vary in different parts of the UK		aerial view, cardinal points, collection methods, compass, data, direction, facilities, fieldwork, human features, investigation, journey, maps, observations, physical features, pictogram, plant life, position, record, route, symbols, tally chart
Year 2 Magical Mapping (MM) Weather and Climate (WC) Kenya (K)	Map and atlas work - Use world maps, atlases and globes to name and locate the seven continents, oceans and countries studied. MM K - Use simple compass directions and locational language to describe a journey e.g. finding the animals on a jeep safari. MM K CHALLENGE Use satellite images to locate continents and oceans and talk about them in relation to the Equator, North and South Poles CHALLENGE describing key features and landmarks along the way Fieldwork and Investigation - Locate features of a studied place on a map e.g. landmarks. MM K - Use aerial photos to identify physical and human features and draw a map with a basic key. MM K - To collect data about the weather using weather instruments WC - To interpret and describe what our fieldwork data tells us WC CHALLENGE Keep a weekly weather chart and identify and talk about patterns in the data	Locational Knowledge - Name, locate the world's seven continents and oceans on globes, atlases and world maps MM K CHALLENGE Know the relative location of continents and oceans to the Equator, North and South Poles Place Knowledge - Understand geographical similarities and differences of our local area and a small locality in Mombasa Kenya / A game reserve in Kenya e.g. human and physical features and climate K draw on knowledge from WC Human and Physical Geography - Identify seasonal and daily weather patterns in the UK K WC - Understand the difference between weather and climate K WC - understand that the poles and equator impact the climate on Earth. K WC	Understanding Places - Make observations about, and describe, the local area and its physical and human geography. MM WC - Describe the physical and human geography of a distant place. The child can describe their locality and how it is different and similar to the distant place K - Know what the weather patterns of our local area are WC CHALLENGE describe the physical and human geography of a distant place. The child can confidently describe their locality and how it is different and similar to the distant place, and suggest why this may be so.	Magical Mapping Aerial view, atlas, capital, city, coast, continent, country, factory, farm, forest, hill, house, landmark, land use, location, map, map key, mountains, ocean, plan perspective, river, shop, town, village, Weather and Climate analyse, atmosphere, axes, bar chart, climate, climate zone, equator, evaluate, forecast, key, meteorologist, mild, okta, pictogram, poles, precipitation, present, rain gauge, reflect, table, temperate, temperature, thermometer, symbol, weather, weathervane Kenya Aerial view, atlas, beach, capital, city, climate, coast, continent, country, house, landmark, land use, location, map, mountains, ocean, plan perspective, river, savannah, seasonal, shop, town, valley, village, volcano, waterhole, weather

Year 3 The UK (UK) Land Use and Travel (L) Rainforests (R)	Map and atlas work • Use maps and atlases to locate and describe where the UK and other countries in Europe and South America e.g. Brazil UK R • Use map symbols and up to 4 points of a compass to give directions UK • Use 4 figure grid references UK • Identify mountains and rivers on map. UK Fieldwork and Investigation • Make a simple sketch map UK • Present findings gathered e.g. using a line graphs and bar graphs e.g. rainfall in UK or the Brazilian rainforest L R • Analyse data and use this to answer enquiry questions L • CHALLENGE make a map of a short route with features in the correct order and places	Locational Knowledge • Locate some countries in Europe and South America (Brazil) on a map. R • Locate some of the major cities within these countries using maps and atlases. UK L • Use a globe and map to identify the positions of the Equator, North and South Poles, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn R • Begin to show an awareness of how places are connected within our region (through looking at transport links) L • CHALLENGE Relate cities to their country and countries to their continent. Place Knowledge • understand that the UK is split into countries and regions UK • Recognise that there are human and physical differences within countries e.g. a Brazilian city and the Brazilian rainforest. L R Human and Physical Geography • Understand the basic human and physical geography of the UK UK • Know the important features of settlements (both physical and human) L • Understand that the Earth has climate zones and how this affects the climate and features of a region e.g. the rainforests of the Amazon R	Understanding Places • Describe how some physical processes can cause changes or damage to the environment. R • understand that England is made up of different regions. People living in these regions may have different senses of identity based on where they live UK • Understand the facilities and transport links of a specific place e.g. Solihull L	The UK aerial photograph, atlas, beach, characteristics, city, coast, compass, compass rose, continent, country, county, factory, farm, forest, hill, house, human processes, landmark, land use, locality, location, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, symbol, topographical, valley, village Land Use analyse, bar chart, city, commuters, evaluate, facilities, hamlet, land use, line graph, population, questionnaire, raw materials, re-urbanisation, rural, semi-rural, settlement, site, suburb, suburban, tally chart, town, urban, village Rainforests characteristics, city, climate, coast, compass, continent, country, Equator, human processes, land use, latitude, locality, location, map, ocean, pattern, physical processes, region, river, scale, tropical, Tropic of Cancer, Tropic of Capricorn understorey
Year 4	Map and atlas work	Locational Knowledge	Understanding Places	My region and Campania Aerial photograph, Arctic Circle,

Campania (C) Volcanoes (V) Local Area Study (L)	• Use maps and atlases to locate key area of countries studies e.g. volcanoes, features within the UK C V • Use up to 8 points of a compass • Use 4 figure grid references C • CHALLENGE know that 6 figure grid references can help you find a place more accurately Fieldwork and Investigation • Make a map of a short route with features in the correct order and places L • Use the zoom function of a digital map to investigate to locate places. C L • Present and discuss findings e.g. as a graph L • CHALLENGE Use the zoom function of a digital map to explore places at different scales and annotations	• use maps to locate some of the countries of Europe and their capital cities. C • Relate towns/cities to their country and countries to their continent. C L • identify the location of my region in England and the key human and physical features of my region. C • Identify the positions of the Equator, North and South Poles, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic V • CHALLENGE understand the significance of longitude and latitude C Place Knowledge • understand that Campania is a region within Italy and know about its human and physical features C • understand that people can choose to use land in different ways and that this can depend on the land's physical geography C V • Compare the region of Campania to the West Midlands C Human and Physical Geography • understand that physical processes are the natural forces that change Earth's physical features. V • understand how the tectonic movement has shaped the Earth's surface. V • understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy. C V • understand human processes in my region and Campania, including settlements and economic activity. C V L • identify some key physical features of European settlements (in Campania).	• Recognise the advantages and disadvantages of living in certain environments e.g. near water or volcanic area. V L • Understand how physical processes can cause hazards to people e.g. investigating the impact of a volcanic eruption C V • CHALLENGE offer reasons and explanations for the advantages and disadvantages of living in hazard prone zones	atlas, beach, characteristics, city, climate, coast, continent, country, earthquake, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, landmark, land use, latitude, locality, location, longitude, map, mountains, observational skills, ocean,, region, river, scale, shop, tropic of Capricorn, tropic of Cancer, valley, village, volcano, weather Weather Volcanoes aerial photograph, atlas, crater, Equator, mantle, lava, lava flow, ring of fire, tectonic plates, volcano
Year 5	Map and atlas work	Locational Knowledge	Understanding Places	The Western United States

The Western USA (US) Settlements and our Local Area (LA) European Neighbours (Eu)	• Use physical and political maps, atlases and computer mapping to describe some key physical and human characteristics of Europe. LA Eu • Use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn and longitude and latitude. US Eu • Understand four-figure grid references, map symbols and atlas symbols. LA • Use maps at different scales LA CHALLENGE use six figure grid references LA Fieldwork and Investigation • Make a sketch map of an area using symbols and a key LA Eu • gather and present information in fieldwork using graphs e.g. research how an area is changing such as weather patterns. LA • CHALLENGE plan and carry out a fieldwork investigation by collecting evidence from surveys, photographs, interviews and data and present findings.	• Identify and locate the UK's urban areas US • Know the location of my region in England and the key human and physical features of my region. US Eu • know some of the countries of North America and their capital cities. US • know the position and significance of latitude, longitude, equator, hemispheres, the tropics, circles and time zones Eu Place Knowledge • identify some key settlements in the Western USA. US • give examples of how the landscape in the Western USA varies massively, e.g. climate belts and biomes US • CHALLENGE locate and describe a range of contrasting physical environments and recognise how places have changed over time. • CHALLENGE know and share information about a region in Europe, its physical environment, climate and economic activity Human and Physical Geography • explain rivers and mountains and begin to know how they are formed and identify some key examples in the Western USA. US • understand human processes in my region , European regions and Western USA, including settlements and economic activity. US Eu	• Understand that a region in the UK or Europe has changed and how it is different from another region. Eu • explain how a biome is valuable and under threat from human activity US • understand human processes in my region and Western USA, including settlements and economic activity. US • explain the economic activity in different regions	aerial photograph, atlas, beach, biome, characteristics, city, climate, coast, continent, country, desert, earthquake, environment, equator, factory, farm, fieldwork, forest, global, hemisphere, hill, house, human processes, landmark, land use, latitude, locality, location, longitude, map, mountains, ocean, oce, pattern, physical processes, region, river, scale, shop, significance, soil, symbol, time zone, topographical, trade, tropic of Capricorn, tropic of Cancer, variation, vegetation belt, valley, village, volcano, water cycle, weather Settlements analyse, bar chart, city, commuters, evaluate, facilities, hamlet, land use, line graph, contour lines, ordnance survey map, population, questionnaire, , re-urbanisation, rural, semi-rural, settlement, site, suburb, suburban, town, urban, village Our European Neighbours aerial photograph, atlas, capital city, city, coast, country, continent, currency, Europe, flag, landmark, mountain, ocean, population, region, river, sea, town, valley, village,
Year 6	Map and atlas work	Locational Knowledge	Understanding Places	South America

South America (SA) Sustainability (S) Rivers (R)	- Use physical and political maps, atlases and computer mapping to describe key physical and human characteristics of South America SA - Use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, longitude and latitude and time zones. (SA - use four and six-figure grid references confidently. - CHALLENGE work confidently with different scale maps from large scale street maps to 1:50,000 maps Fieldwork and Investigation - Make a sketch map of an area using symbols, a key and a scale. SA R - Use digital maps to investigate the features of an area. SA - gather information using a range of sources and present findings using different types of graph. E.g. using historical maps, newspapers and data to find out about the effect of plastic waste in our rivers and oceans S - plan and carry out a fieldwork task by collecting evidence from surveys, photographs, interviews and data and present findings e.g. ppt about ways to reduce plastic waste for the local community S R - CHALLENGE plan an investigation to find out how an area has changed and present findings to a wider audience e.g. our link school	- Locate some major cities of South America on physical and political maps and describe their key physical and human characteristics. SA - Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn and longitude and latitude and relate this to their time zone, climate, seasons and vegetation. SA - CHALLENGE describe, compare and contrast physical and human characteristics and environmental regions of Europe, North and South America e.g. create a model of an area of South America labelling the main cities, river and rainforest areas. Place Knowledge - Know about a region in Europe and South America - its physical environment, climate and economic activity. SA - Understand the impact that plastic waste has in our local environment S R Human and Physical Geography - describe the key physical and human characteristics and environmental regions of Europe, and South America SA - understand what plastic waste is and the impact humans have had on the environment S	- Understand how a region in the UK has changed and how they are distinctive from other areas. e.g. comparing areas near to rivers and the impact this has on wildlife, homes, flooding. S R - explain the way biomes (including the oceans) are valuable, why they are under threat and a range of ways in which they could be protected. S - explain threats to wildlife / habitats and present ideas. S R - CHALLENGE understand the causes and management of hazards in physical environments	aerial view, photograph Amazon, Andes, climate, characteristics, hemisphere, , biome, country, continent, city, Equator, mountains, river, town, village, valley, environmental impact Sustainability audit, biodegradable, carbon emissions, database, durability, extracted, formulate, fossil fuel, implemented, incinerated, innovative, microplastics, pelletised, putrid, raw materials, refinery, survey, synthetic Rivers analyse, channel, confluence, course, data, delta, erosion, estuary, evaluate, field sketch, floodplain, lower course, meander, middle course, mouth, numerical, observe, OS map, oxbow lake, present, quantitative, river basin, river course, silt, source, spring, tributaries, upper course, valley
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