

# Geography Progression Document

Early Years		
Nursery	Mathematics	<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</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	<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>• Recognise some environments that are different to the one in which they live.</li> </ul>
ELG	Understanding the World	People, Culture and Communities <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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>
		The Natural World <ul style="list-style-type: none"> <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.</li> </ul>

# Working Geographically

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills and Fieldwork	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• 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 features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>		<p><b>Pupils should be taught to:</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features Studied</p> <ul style="list-style-type: none"> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider World</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>			
Map Skills - Using maps	<p><i>Use a simple picture map to move around the school</i></p> <p><i>Use relative vocabulary such as bigger, smaller, longer, shorter, further, closer, like, dislike</i></p>	<p><i>Follow a route on a map</i></p> <p><i>Use simple compass directions (North, South, East, West)</i></p> <p><i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</i></p>	<p><i>Follow a route on a map with some accuracy</i></p> <p><i>Locate places using a range of maps including OS &amp; digital</i></p> <p><i>Begin to match boundaries</i></p>	<p><i>Follow a route on a large scale map</i></p> <p><i>Locate places on a range of maps (variety of scales)</i></p> <p><i>Identify features on an aerial photograph, digital or computer map</i></p> <p><i>Use land-use patterns (or aerial pictures) to</i></p>	<p><i>Compare maps with aerial photographs</i></p> <p><i>Select a map for a specific purpose (<b>Rainforests and Rivers</b>)</i></p> <p><i>Begin to use atlases to find out other information (<b>Rivers</b>)</i></p>	<p><i>Follow a short route on a OS map</i></p> <p><i>Describe the features shown on an OS map</i></p> <p><i>Use atlases to find out data about other places</i></p> <p><i>Use 8 figure compass and 6 figure grid reference</i></p>

	Use directional language such as near and far, up and down, left and right, forwards and backwards		(e.g. find same boundary of a country on different scale maps)  Use 4 figure compasses, and letter/number co-ordinates to identify features on a map	understand how Milton Keynes has changed over time. (look at how MK has changed over the past 50 years)  Begin to use 8 figure compass and four figure grid references to identify features on a map	Find and recognise places on maps of different scales  Use 8 figure compasses, begin to use 6 figure grid references.	Accurately ( <b>Globalisation Unit 6</b> )  Use lines of longitude and latitude on maps
Map Skills - Map knowledge	Use world maps to identify the UK in its position in the world.  Use maps to locate the four countries and capital cities of UK and its surrounding seas	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	Locate the UK on a variety of different scale maps  Name & locate the countries and cities of the UK  Name and locate countries in Western Europe and their capital cities	Locate Europe on a large scale map or globe  Name and locate countries in Eastern Europe (including Russia) and their capital cities	Locate the world's countries, focus on North & South America  Identify the position and significance of lines of longitude & latitude	Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages  <b>Autumn 1 - USA</b> <b>Autumn 2 - India</b>
Map Skills - Making maps	Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features	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	Try to make a map of a short route experiences, with features in current Order  Create a simple scale drawing Use standard symbols, and understand the importance of a key	Recognise and use OS map symbols, including completion of a key and understanding why it is Important  Draw a sketch map from a high viewpoint	Draw a variety of thematic maps based on their own data  Draw a sketch map using symbols and a key,  Use and recognise OS map symbols regularly	Draw plans of increasing complexity- Unit 4 before 3D digital plan  Begin to use and recognise atlas symbols
Locational Knowledge	name and locate and the four countries and capital cities of the United Kingdom	name and locate the world's seven continents and five oceans  name, locate and identify characteristics of	Locate the world's countries, using maps to focus on <u>Western Europe</u> concentrating on their environmental regions, key physical and human	Locate the world's countries, using maps to focus on <u>Eastern Europe</u> concentrating on their environmental regions, key physical and human	Locate the world's countries, using maps to focus on <u>South America</u> , concentrating on their environmental regions, key physical and human	Locate the world's countries, using maps to focus on <u>North and South America</u> , concentrating on their environmental regions, key physical and human

		the four countries and capital cities of the United Kingdom and its surrounding seas	characteristics, countries, and major cities  Name and locate main cities of the United Kingdom (for example: Birmingham, Manchester, Liverpool, Newcastle, London, Brighton and Hove, Glasgow, Aberdeen, Swansea, St Davids, Exeter) and identify some human (landmarks), physical characteristics, key topographical features (including hills and rivers) and land-use patterns for the studied areas; and understand how some of these aspects have changed over time	characteristics, countries, and major cities  Name and locate the main English counties (with links to mountains and coasts) and identify some human and physical characteristics, key topographical features (including mountains and coasts), land-use patterns for the studied areas; and understand how some of these aspects have changed over time	characteristics, countries, and major cities  <b>(Rainforests)</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle	characteristics, countries, and major cities  <b>-USA</b> <b>-India</b>  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) Lesson 8 Unit 2
Place Knowledge	understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and physical geography of a small area of the UK - <b>Milton Keynes - local area walk</b>	understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country - <b>China</b>	Understand geographical similarities and differences through the study of human and physical geography of <u>a region of the United Kingdom</u> (Llandudno)	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and <u>a region in a European country</u>	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and <u>a region within South America</u>  <b>(Mayans)</b>	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and <u>a region within North or South America</u> <b>Unit 1- North America</b> <b>Unit 6- Globalisation</b>
Human and Physical Geography	identify seasonal and daily weather patterns in the United Kingdom and know	identify seasonal and daily weather patterns in the United Kingdom and the location of hot	<b>describe and understand key aspects of:</b>	<b>Describe and understand key aspects of:</b>	<b>describe and understand key aspects of:</b>  <u>physical geography</u> including: climate zones,	<b>describe and understand key aspects of:</b>  <u>physical geography</u>

	<p>that there are hot and cold areas of the world</p> <p>use basic geographical vocabulary to refer to key <u>physical features</u> including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river</p> <p><u>human features</u>, including: city, town, village, farm, house, office,shop</p>	<p>and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to key <u>physical features</u> including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river,</p> <p><u>human features</u>, including: city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p><u>physical geography</u> including: rivers and mountains, hills and valleys, soil, vegetation, season and weather</p> <p><u>human geography</u> including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><i>-link to UK</i></p>	<p><b><u>Physical Geography</u></b> including: rivers, mountains, volcanoes and earthquakes</p> <p><b><u>Human Geography</u></b> including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>biomes and vegetation belts,rivers and the water cycle</p> <p><u>human geography</u> including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b><u>Sheringham Residential:- Settlement, land use, trade,economic activity</u></b> - tourism, lifeboats, arable farming, wind farms - Sheringham Town and surrounding area</p> <p><b>Natural resources</b> -wind and sea/wave energy and impact - Cley Marshes.</p>	<p>Rivers,floods and drought Unit1-USA</p> <p><u>human geography</u> including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>-USA</b></p>
--	--	--	--	---	---	--