



Progression in Geography	
<b>Teaching Sequence in Geography</b>	<p><b>Geographical Enquiry</b>                      When introducing a new topic in Geography pupils should have the opportunity to ask geographical questions and enquire about their topic of interest based on prior learning knowledge.                      Where is this place? What is it like? (and why?) How and why is it changing? How does this place compare with other places?                      How and why are places connected?</p>
	<p><b>Locational Skills</b>                      Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information.</p>
	<p><b>Vocabulary – human and physical features to be included</b>                      Understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context.                      All pupils will access language from their knowledge organisers and knowledge walls within the classroom.</p>
	<p><b>Application-outdoor learning</b>                      Use the outdoors to understand process, map reading skills, directional language, to develop their fieldwork skills based on their learning.</p>
	<p><b>Apply their knowledge from their topic to the world around them locally and globally.</b>                      What could/should the world be like in the future?                      What can we do to influence change?                      These connections can be made across other subject areas (history/PSHE/science)</p>



Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Map Knowledge</b>		<p>To be able to make and read a simple plan.</p> <p>To be able to read a map of the UK to identify its countries, capital cities and surrounding seas.</p> <p>To be able to follow a simple map of the local area, with support</p>	<p>To be able to read a map of the UK to identify its countries, capital cities and surrounding seas.</p> <p>To be able to read a map that shows the world's seven continents and five oceans.</p> <p>To be able to follow a simple map of the local area</p>	<p>To be able to read a map of the UK's countries and cities.</p> <p>To be able read a world map to locate the world's countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle.</p> <p>To be able to follow a simple map of the local area, highlighting their route</p>	<p>To be able to read a map of the countries of Europe (including Russia)</p> <p>To be able to use a map to highlight tectonic plates.</p> <p>To be able read a world map to locate the world's countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle.</p> <p>To be able to navigate a route using a map of the local area</p>	<p>To be able to locate the countries of Europe (including Russia)</p> <p>To be able to read a map that they study in relation to their areas of interest; Mexico and Peru</p> <p>To be able to navigate a route of the local area, highlighting their route, noting landmarks that they pass.</p>	<p>To be able to lead their own mapping skills and presenting their finding in their preferred way.</p> <p>To be able to map Scandinavia in relation to their prior knowledge of Europe.</p> <p>Pupils in Year 6 will complete a study of the local area linking in the prior knowledge of Geography.</p> <p>To be able to navigate a route of the local area of their choosing, taking into consideration the features and roads of the local area. The children should be able to reason their decision based on spatial awareness.</p>



<p><b>Map Skills</b></p> <p>They can talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>-photographs -videos -walks in the community</p>	<p>Follow verbal directions including N,S,E,W</p>	<p>Follow a given route on a map using N, S, E, W</p>	<p>Use eight compass points to follow or give directions using a known route</p>	<p>Use eight point compass points well planned using a map</p>	<p>Use eight point compass points well and applying them into a context when navigating</p>	<p>Use eight point compass points confidently and accurately within a practical context when navigating their own route</p>
	<p>Have experience of maps and attempts to make own, real or imaginary</p>	<p>Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo</p>	<p>Use letters or number grid reference to locate features on a map</p>	<p>Begin to use four figure grid reference to locate features on a map</p>	<p>Use four figure grid reference to locate features on a map, using a key</p>	<p>Begin to use six figure grid reference to locate features on a map, using a key</p>
	<p>Use own symbols on imaginary map</p>	<p>Use a simple atlas and globes to locate place</p>	<p>Use an atlas to locate places and begin to look at OS maps</p>	<p>Begin to recognise symbols on a OS map</p>	<p>Recognise and use OS map symbols</p>	<p>Recognise and use OS map symbols and describe features shown on an OS map</p>
	<p>Use a plan view</p>	<p>Use large scale maps</p>	<p>Use large scale OS maps (approx. scale 1:1000)</p>	<p>Use large and medium scale OS map (approx. scale 1:1000/1:25000)</p>	<p>Use medium scale land range OS maps (approx. scale 1:25000/1:5000)</p>	<p>Draw and use maps and plan in a range of scales</p>
	<p>Use a simple atlas to locate places</p>	<p>Use a simple atlas to locate places</p>	<p>Use atlases to find out about other features of places eg mountains</p>	<p>Use atlases to find out about other features of places eg mountains, weather patterns</p>	<p>Use atlases and globes to find out about other features of places e.g. mountains, weather patterns</p>	<p>Use atlases to find out about other features of places e.g. mountains, weather patterns</p>
	<p>Follow a route on a map using directional language such as near/far, left/right</p>	<p>Follow a route on a map using directional language such as near/far, left/right and understand how to use a key</p>	<p>Follow a route on larger scale maps</p>		<p>Start to follow a short route on an OS map</p>	<p>Follow a short route on an OS map independently</p>



		Have experience of aerial photographs and try to identify known places with support	Have experience of aerial photographs and try to identify known places	Have experience of aerial photographs and identify known places	Use satellite images and aerial photographs to extend learning within topic	Continue to use satellite images and aerial photographs to extend learning within topic	Create maps using aerial photographs and satellite images.
<b>Vocabulary</b>	Map	North /East/ South/ West maps /plan / symbol/ atlas near/far/ left/right photographs	aerial photograph sketch map locate key	North East/North East/South East/South West/4 figure grid reference/ OS map/ scale	large scale map/medium scale map/features	satellite images/primary sources/secondary sources/evidence/OS map symbols	navigate/6 figure grid reference
<b>Field Work Knowledge</b>	<p>Pupils talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p>	To be able to investigate their locality: school and the streets around school	To be able to investigate their line of enquiry: school and local grounds	To be able to investigate their line of enquiry: school and local grounds	To be able to investigate their line of enquiry about the wider world using secondary sources to support them	To be able to investigate their line of enquiry about the wider world using comparison skills to draw to a conclusion.	To be able to investigate their line of enquiry about their place of study by using secondary sources, comparing skills, the purpose of land use and how they have all changed over time in order for places to stay connected.



<b>Field Work Skills</b>	Investigate their surroundings and discussing what they can see.  -community walks	Make observations about where things are e.g. around school and local area	Use simple fieldwork and observational skills to study school and grounds	Analyse evidence and draw conclusions eg make comparisons with two locations using photos pictures, temperatures and location	Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps	Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life	Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it
		Experience simple scale drawings of the local area.	Try to make a simple scale drawing	Make a map of a short route experienced with features in correct order	Begin to draw a sketch map from a high view point	Make a map of a short route experienced with features in correct order	Draw a sketch map using symbols and a key
<b>Vocabulary</b>	From observations children will use the language whilst in the local community: house/tree/buses stop/path/road/shop/field/train track/church/sand/grass	school/busy/ quiet/ building/ playing field/ playground/ investigate	fieldwork/collect/record/ observe	analyse/draw conclusions/ compare /land use/	sources	evidence/influences	patterns/ explain



<b>Place and Location Knowledge</b>	They talk about the features of their own immediate environment and how environments might vary from one another.  Children know about similarities and differences in relation to places, objects, materials and living things.	Identify and describe where places are in the UK  To be able to identify hot and cold parts of the world.	Identify and describe where the seven continents are around the world  Identify and locate the UK's countries and capital cities	Study of human and physical geography of a region in Europe	Identify mountain ranges across the world	Study of human and physical geography of a region of Peru and Mexico	Study of human and physical geography of a region of Scandinavia and North America
	<b>Place and Location Skills</b>	Children will be able to say where they live and where their school is.  They will know that they live in the country England	Make simple comparisons between features of different places.  Compare a town on the coast with Hull	Compare and contrast a small area of the United Kingdom with a small area in a non-European country	Begin to identify significant places and environments  Compare and contrast areas within the UK and Europe	Compare and contrast areas within the UK  Compare and contrast areas within the UK and South America	Confidently identify significant places and environments  Compare and contrast North America, UK and Scandinavia



<p><b>Vocabulary</b></p>	<p>Hull  City  England</p>	<p>Hot/ cold/ similar/ different/ United Kingdom/ human/ physical/ North Sea/ Irish Sea/ England/ Scotland/ Wales/ Northern Ireland/London/ Belfast/  Edinburgh/ Cardiff</p>	<p>Continent/Africa/ Antarctica/ Asia/ North America / South America/ Australia/ Europe</p>	<p>Skara-Brae  Pompeii/ North America (Mt St.Helens) / Pacific Ocean Ring of Fire</p>		<p>South America, Peru and Mexico</p>	<p>Scandinavia/ Finland/ Sweden/  The Americas (with a focus on North America)</p>
<p><b>Location Knowledge</b></p>	<p>They talk about the features of their own immediate environment and how environments might vary from one another.  Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>Learn names of cities and surrounding seas in the United Kingdom  Begin to spatially match places e.g recognise UK on a small scale and larger scale map</p>	<p>Learn names of countries within the United Kingdom  Name and locate the worlds' seven continents and five oceans</p>	<p>Locate places on larger scale maps and identify where the equator, Northern and Southern Hemisphere are in relation to Europe.  Identify land use patterns of the UK.</p>	<p>Identify the Equator, Northern Hemisphere, Southern Hemisphere and the countries that lie within them.  Identify key human and physical characteristics of the UK and how they have changed over time.  Identify key topographical features of the UK (eg. Hills, mountains, coasts and rivers)</p>	<p>Identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them  Identify key human and physical characteristics of the UK and how they have changed over time, within their locality study.  Identify land use patterns of the locality of their study and how it has changed over time.</p>	<p>Use latitude and longitude on atlas maps and globes.</p>



<p><b>Human and Physical Knowledge</b></p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>To be able to understand what is meant by human and physical features.</p>	<p>To be able to understand and compare the human and physical features of the places that they study.</p>	<p>To be able to understand and apply their knowledge of human and physical features to a place of study, making connections between the feature and their purpose</p>	<p>To be able to understand how the physical and human geography of the world are affected by settlements.</p>	<p>To be able to understand how the physical and human features of the world have shaped what we know today.</p>	<p>To be able to understand how the physical and human geography of the local and wider world connect to the decisions made by people in the community/ and world around us.</p>
<p><b>Human and Physical Geography Skills</b></p>		<p>Recognise human and physical features in the local area</p>	<p>Recognise human and physical features of non-European countries studied</p>	<p>Locate the key human and physical characteristics of Italy</p>	<p>Recognise and describe key rivers around the world.  Recognise and describe key mountains around the world.</p>		
		<p>Recognise how places have become the way they are and how they continue to change</p>	<p>Identify hot and cold areas of the world in relation to the equator and the North and South Poles.</p>	<p>Recognise how and why people may seek to manage environments sustainably</p>			<p>Investigate how decisions about places and environments affect the future quality of people's lives.  Recognise how people can improve an environment or destroy it.</p>





		<p>Identify and describe what places are like.</p> <p>Identify seasonal and daily weather patterns in the UK</p>	<p>Compare and contrast a countryside environment with a city environment</p>	<p>Identify and learn about volcanoes and earthquakes</p>	<p>Understand the water cycle</p> <p>Describe how mountains are formed</p> <p>Understand how rivers are formed</p> <p>To learn about settlements and environmental impact</p>	<p>Recognise and describe biomes and vegetation belts around the world</p> <p>To learn about distribution of natural resources including energy.</p> <p>To learn about trade links between countries.</p>	<p>Climate change and global warming and how this could impact our world in 100 years</p>
<b>Vocabulary</b>	<p>From observations children will use the language whilst in the local community: house/tree/buses stop/path/road/shop/field/train track/church/sand/grass</p>	<p>Compass, North, South, East and West, near, far, left and right</p> <p>United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p>	<p>Continent, Europe, North America, South America, Asia, Africa, Australia, Antarctica, Atlantic ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>City, town, village, factory, farm,</p>	<p>Volcanoes</p> <p>Volcano crust vent crater core ash mantle eruption ring of fire lava magma active dormant extinct) rivers (flood plain, meanders, waterfall, valley, mouth, source, spring, stream, erosion, upper course, middle course, lower course, tributaries, delta, erosion)</p> <p>Land use (housing, recreation, educational,</p>	<p>types of settlement (rural/hamlet/dispersed/scattered/nucleated)</p> <p>mountains (convergent boundary, fold mountains)</p> <p>(Himalayan mountains across China)</p> <p>water cycle (evaporation, condensation, precipitation, atmosphere, climate, water vapor, surface</p>	<p>Introduction to climate zones: Extreme environments hot/cold/rainforest/vast ice cover/ dry/wet/ desert</p> <p>the distribution of natural resources including energy, food, minerals and water (water, gas, coal, oil, wood, iron)</p> <p>economic activity including trade links, (agriculture, mining, manufacturing, engineering, construction,</p>	

Eastfield Primary School - Progression in Geography



		City, town, village, factory, farm, house, office, port, harbour, shop	house, office, port, harbour, shop	transport, roads, leisure, commercial)  earthquakes divergent/convergent and transform boundaries, epicentre, focus, fault, tsunami, Richter scale, magnitude, intensity)	run-off, transpiration, percolation)	exchanging, balance, purchase)  biomes (tundra/shrubland/rainforest/grassland/desert/temperate/savanna) and vegetation belts	
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