Progression in Geography	
Teaching Sequence in Geography	**Geographical Enquiry** 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?
	Locational Skills Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information.
	Vocabulary – human and physical features to be included 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.
	Application-outdoor learning Use the outdoors to understand process, map reading skills, directional language, to develop their fieldwork skills based on their learning.
	Apply their knowledge from their topic to the world around them locally and globally. 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)

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Map Work	To be able to identify features from a simple map To be able to draw a simple map of their immediate environment or from imaginary story settings They can talk about the features of their own immediate environment and how environments might vary from one another. -photographs -videos -walks in the community	Identify features on a map that are N,S,E,W of the school	Follow a given route on a map using N, S, E, W	Use eight compass points to follow or give directions using a known route	Use eight point compass points well when reading a map	Use eight point compass points well and apply them into a context when navigating	Use eight point compass points confidently and accurately within a practical context when navigating their own route
		Have experience of maps and attempts to make own, real or imaginary	Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo	Use letters or number grid reference to locate features on a map	Begin to use four figure grid reference to locate features on a map	Use four figure grid reference to locate features on a map, using a key	Begin to use six figure grid reference to locate features on a map, using a key
		Use own symbols on imaginary map	Use a simple atlas and globes to locate place	Use an atlas to locate places and begin to look at OS maps	Begin to recognise symbols on a OS map	Recognise and use OS map symbols	Recognise and use OS map symbols and describe features shown on an OS map
		Use a plan view of the local area	Use large scale maps to read a map of the UK to identify its countries, capital cities and surrounding seas.	Use large scale OS maps (approx. scale 1:1000)	Use large and medium scale OS map (approx. scale 1:1000/1:25000)	Use medium scale land range OS maps (approx. scale 1:25000/1:5000)	Draw and use maps and plan in a range of scales
		Use an aerial photograph to locate places Use a globe to identify North Pole, South Pole and the Equator	Use a simple atlas to locate places To be able to read a map that shows the world's seven continents and five oceans.	Use atlases to find out about other features of places e.g. mountains and volcanoes To be able to read a map of the countries of Europe (including Russia)	Use atlases to find out about other features of places e.g settlements and land use in the UK Use Digimaps to locate features of cities	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, longitude and latitude and time zones.	Use atlases to find out about other features of places e.g. climate, weather patterns,

				To be able to use a map to highlight tectonic plates.	To be able to read a map of the UK to identify its counties and major cities Use a world map to locate major rivers of the world		
		Follow a route on a map using directional language such as near/far, left/right	Follow a route on a map using directional language such as near/far, left/right and understand how to use a key	Follow a route on larger scale maps	To be able to navigate a route using a map of an urban area	Start to follow a short route on an OS map	Follow a short route on an OS map independently
		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.
Vocabulary	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

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Field Work Knowledge	Pupils observe and talk about the features of their own immediate environment and how environments might vary from one to another. Children know about similarities and differences in relation to places, objects, materials and living things.	To be able to investigate their locality: school and the streets around school	To be able to investigate their line of enquiry: local area and a contrasting location (urban/rural)	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.
Field Work Skills	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 compare and contrast two contrasting environments: urban and rural	Analyse evidence and draw conclusions e.g. 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
Vocabulary	house/tree/bus 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

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Place Knowledge	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 Features of the local area To be able to identify hot and cold parts of the world.	Identify and describe where the seven continents are around the world Landmarks of a capital city e.g.London 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
Vocabulary	Hull City England	Hot/ cold/ similar/ different/ United Kingdom/ human/ physical/ North Sea/ Irish Sea/ England/ Scotland/ Wales/ Northern Ireland/London/ Belfast/ Edinburgh/ Cardiff	Continent/Africa/ Antarctica/ Asia/ North America / South America/ Australia/ Europe	Pompeii/ North America (Mt St.Helens) / Pacific Ocean Ring of Fire		South America, Peru and Mexico	Scandinavia/ Finland/ Sweden/ The Americas (with a focus on North America)
Human and Physical Geography		Recognise human and physical features in the local area	Recognise human and physical features of non-European countries studied	Locate the key human and physical characteristics of Italy	Recognise and describe key rivers around the world. Recognise and describe key mountains around the world.		

		Recognise how places have become the way they are and how they continue to change	Identify hot and cold areas of the world in relation to the equator and the North and South Poles.				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.
		Identify and describe what places are like. Identify seasonal and daily weather patterns in the UK	Compare and contrast a countryside environment with a city environment	Describe how mountains are formed Identify and learn about volcanoes and earthquakes	Understand the water cycle Understand how rivers are formed To learn about settlements and environmental impact	Recognise and describe biomes and vegetation belts around the world To learn about trade links between countries.	Climate change and global warming and how this could impact our world in 100 years To learn about distribution of natural resources including energy.

Vocabulary	From observations children will use the language whilst in the local community: house/tree/bus stop/path/road/shop/field /train track/church/ sand/grass	Compass, North, South, East and West, near, far, left and right United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather City, town, village, factory, farm, house, office, port, harbour, shop	Continent, Europe, North America, South America, Asia, Africa, Australia, Antarctica, Atlantic ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather City, town, village, factory, farm, house, office, port, harbour, shop	Volcanoes 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) Land use (housing, recreation, educational, transport, roads, leisure, commercial) earthquakes divergent/convergent and transform boundaries, epicentre, focus, fault, tsunami, Richter scale, magnitude, intensity)	types of settlement (rural/hamlet/dispersed/scattered /nucleated) mountains (convergent boundary, fold mountains) (Himalayan mountains across China) water cycle (evaporation, condensation, precipitation, atmosphere, climate, water vapor, surface run-off, transpiration, percolation)	Introduction to climate zones: Extreme environments hot/cold/rainforest/vast ice cover/ dry/ wet/ desert the distribution of natural resources including energy, food, minerals and water (water, gas, coal, oil, wood, iron) economic activity including trade links, (agriculture, mining, manufacturing, engineering, construction, exchanging, balance, purchase) biomes (tundra/shrub land/rainforest/ grassland/desert /temperate/savanna) and vegetation belts	