



Autumn

Spring

Summer

Geography Progression Map	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Reception	<ul style="list-style-type: none"> <li>• Talk about and describe people and places in the local area. Talk about similarities.</li> <li>• Talk about different ways to travel, e.g. on foot, by car, train, bus etc.</li> <li>• Make a display with the children, showing all the people who make up the community of the setting.</li> <li>• Compare UK to another country.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe features in the local environment, e.g. house, farm, church.</li> <li>• Use photos and pictures to locate places in the local environment.</li> <li>• Talk about the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather.</li> <li>• Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. supermarket, local church, park, forest.</li> <li>• Visits to splash park, Cosham, Farm and church.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li> <li>• Name and locate the world's seven continents.</li> </ul>	<ul style="list-style-type: none"> <li>• Name, describe and compare familiar places in the local area.</li> <li>• Link their homes with other places in their local community.</li> <li>• Understand similarities and differences through studying the human and physical geography of a small area of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe seasonal and daily weather changes in the United Kingdom in relation to the North and South Poles.</li> <li>• Use basic geographical vocabulary to refer to: (physical features) beach, forest, mountain, sea, season, weather and (human features) factory, farm, house, office and shop.</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds.</li> <li>• Look at the key human and physical features of the school and its surrounding environment.</li> </ul>



Year 2	<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, including its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of the local area, and that of a small area in a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• 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.</li> <li>• Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<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 oceans.</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 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> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Locate the main countries of Europe inc. Russia. Focussing on their environments, countries and major cities.</li> <li>• Identify the position and significance of Equator, N.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and that of a small area in a contrasting European country.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts</li> <li>human geography including types of settlements in Early Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>• Learn the eight points of a compass, some basic symbols and key (including</li> </ul>



	<p>and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <ul style="list-style-type: none"> <li>• Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</li> </ul>		<p>and reasons for their location.</p>	<p>the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> <li>• Use fieldwork to observe and record 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>
Year 4	<ul style="list-style-type: none"> <li>• Locate the main countries and cities of Europe, inc. Russia. Concentrating on the key human and physical characteristics.</li> <li>• Identify the north and south hemisphere, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>• Locate and name the countries making up the British Isles, with their capital cities.</li> <li>• Locate and name the main countries and cities in each country of the UK.</li> <li>• Identify the features of the Arctic and Antarctic circle.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of: Physical geography, including: rivers and the water cycle, (excluding transpiration).</li> <li>• Types of settlements: villages, towns, cities. Land use, trade links and distribution of natural resources including energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>• Use 2 figure grid references (maths co-ordinates).</li> <li>• Use maps, (including the use of Ordnance Survey maps), atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> </ul>



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<p>Year 5</p>	<ul style="list-style-type: none"> <li>• Locate the main countries in North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>• Name and locate the cities and counties of the United Kingdom – geographical regions, key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how some of these features have changed over time.</li> <li>• Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of: Physical geography including climate zones, coasts, mountains, and the water cycle including transpiration; Human geography including trade between UK and North America and ROW Fair/unfair distribution of resources (Fairtrade).</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>• Use symbols and keys to build their knowledge of the United Kingdom and the wider world.</li> <li>• Use fieldwork to observe, measure and record 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>
<p>Year 6</p>	<ul style="list-style-type: none"> <li>• Locate the countries of South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare a region in UK with a region in South America with significant differences and similarities (Brazil – Amazon). Understand some of the reasons for similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps (including the use of Ordnance Survey maps), atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> </ul>



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	<ul style="list-style-type: none"><li>• Ensure children have an understanding of where different biomes are found linked to the hemisphere and tropics the animals/vegetation that would thrive there.</li></ul>		<p>resources focussing on energy (link with coal mining past History and eco-power in D&amp;T).</p> <ul style="list-style-type: none"><li>• Types of settlements in Viking, Saxon Britain linked to History.</li></ul>	<ul style="list-style-type: none"><li>• Use the 8 points of a compass confidently.</li><li>• Be confident with 4 figure grid references and extend to 6 figure grid references with teaching of latitude and longitude in depth.</li><li>• Expand map skills to include non-UK countries.</li></ul>
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