

GEOGRAPHY PROGRESSION MAP

	EYFS	ELG	KS1	National Curriculum
Locational Knowledge	<ul style="list-style-type: none"> To talk about similarities and differences in relation to places, objects, materials and living things 	<p>To talk about similarities and differences in relation to places, objects, materials and living things</p>	<ul style="list-style-type: none"> Name the countries making up the British Isles, with their capital cities. Locate the four countries, which make the British Isles and know the main river running through each country. Identify the surrounding Seas of the United Kingdom. Locate and name the continents on the world map Locate and label the five oceans. 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place Knowledge	<ul style="list-style-type: none"> To talk about the features of their own immediate environment and how environments might vary from one another. To identify areas within the school, grassland, woodland, buildings, pond, playground, car park, fence. Compare the woodland area with the playground for example To compare the village of Moulton 		<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country using Barnaby Bear and/or concentrating on island and seas. Compare England with a contrasting Country in the World. Compare a local city/town in England with a contrasting city in a different country. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

	<p>with photographs of a busy city (London) or the village with a seaside town such as Hunstanton</p>			
<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> To make observations of the environment and explain why some things occur and talk about changes 		<ul style="list-style-type: none"> Where in the world is hot, where in the world is cold. Discussing in relation to the equator and the North/South Poles. Discuss the seasons - Identify weather patterns in the UK. (Hot in the summer) Start to look at why patterns are starting to become less common due to global warming. Compare and contrast two British Localities Compare and contrast a farm with the seaside. <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<ul style="list-style-type: none"> Identify seasonal and daily 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 Use basic geographical vocabulary to refer to: key physical features and key human features.

<p>Map Skills</p> <p>Using and interpreting</p>	<ul style="list-style-type: none"> • Can recognise a map and a globe • Can follow a route around the school grounds or through a course in their play area 		<ul style="list-style-type: none"> • Find information on aerial photographs. • Know that maps give information about the world (where and what?). • Can follow a route on a prepared map. • Can recognise simple features on maps such as buildings, roads and fields. • Recognise that maps need a title. • Can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality. • Can begin explaining why places are where they are 	<ul style="list-style-type: none"> • 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 • 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
<p>Map Skills</p> <p>Position and orientation</p>	<ul style="list-style-type: none"> • Can use basic direction left; under; and around 		<ul style="list-style-type: none"> • Begin to use directional vocabulary. • Say which direction N,S,E,W is for example, using a compass in the playground. • Know which direction N is on an Ordnance Survey map. (Y2) 	

<p>Map Skills Drawing</p>	<ul style="list-style-type: none"> • Can draw a simple map of a specific place, i.e. playground • Draw a plan of an imaginative place made using construction 	<p>using imagination or knowledge</p>	<p>Can draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.</p>	
<p>Map Skills Symbols</p>			<ul style="list-style-type: none"> • Can use symbols on maps (own and class agreed symbols). • Know that symbols mean something on maps. • Can find a given Ordnance Survey symbol on a map with support. • Begin to realise why maps need a key. 	
<p>Map Skills Perspective and scale</p>			<ul style="list-style-type: none"> • Can look down on objects and make a plan for example, on desk, high window to playground. • Can draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). • Can use large scale, vertical aerial photographs. • Know that when you 'zoom in' you see a smaller area in more detail. 	
<p>Map Skills Digital map making</p>	<ul style="list-style-type: none"> • Can draw around simple shapes and explain what they are on the map for example, houses. 		<ul style="list-style-type: none"> • Can find places using a postcode or simple name search. • Can add simple information to maps for example, labels and markers. • Can draw around simple shapes and explain what they are on the map for example, houses. 	

	<ul style="list-style-type: none"> • Can identify features around school using an aerial map 		<ul style="list-style-type: none"> • Can use the measuring tool with support to show distance for example, my house to school, to the shops. • Can zoom in and out of a map. • Can draw a simple route. • Can highlight areas. • Can add an image to a map. 	
<p>Geographical Enquiry</p>	<ul style="list-style-type: none"> • Children use everyday language to talk about positions and distance to solve problems • Describe relative position such as behind or next to (40-60) 		<ul style="list-style-type: none"> • Ask simple geographical questions; where is it? What is it like? How is the weather different? How are lifestyles different? • Use books, stories, maps, pictures/ photos and internet as sources of information. Look at weather reports and weather maps and recognise symbols. • Investigate their surroundings in more detail, including accurate counting eg of semi- detached houses/ children who come to school by car • Make appropriate observations about why things happen. • Make simple comparisons between features of different places-. Different coastal features eg What is different between here and there? Why is it different? Compare a sandy beach and a pebble beach or cliffs. • Begin to recognise how people adapt to their environment and affect the environment. 	

<p>Fieldwork</p>	<p>Makes basic observations about the environment they are in. Can draw a basic sketch showing some key features of the environment they are in or know. Can measure using simple words and simple recording.</p>		<ul style="list-style-type: none"> • Make simple observations • Draw a simple sketch map showing key features of the school, its grounds and surrounding environment • Measure using simple words and frequency recording (Y1) • Measure using standard units such as minutes and metres • Reach a simple conclusion to the fieldwork question or predication • Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, east, west), recording changes and observations using a method of choice eg rainfall-is it the same on all sides of the school? 	<ul style="list-style-type: none"> • 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 • 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.
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	LKS2	UKS2	National Curriculum
Locational Knowledge	<ul style="list-style-type: none"> • Use Maps to locate the countries in Europe. • Use maps to locate Russia in relation to Europe • Locate the countries in Europe, concentrating on their key physical and human characteristics. • Locate the major cities in the UK • Locate the major cities in the UK. 	<ul style="list-style-type: none"> • Use maps to locate the countries of North and South America and make comparisons to the UK and Europe • Locate the countries in North and South America and Europe, concentrating on their environmental regions. • Locate the countries in North and South America and Europe, concentrating on their key physical and human characteristics • Locate the major cities in North and South America and Europe 	<ol style="list-style-type: none"> 1. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
	<ul style="list-style-type: none"> • Name and locate the countries and cities of the United Kingdom in close proximity to my school • geographical regions of counties and cities in the United Kingdom and their identifying human and physical characteristics linked to the area studied • identify the topographical features of an area (Hills and Rivers) in the United Kingdom linked to the area being studied • identify the land-use patterns of an area the United Kingdom linked to the area being studied and say how these have changed over time. 	<ul style="list-style-type: none"> • Name and locate the main counties and cities in the North and South of the UK • Study geographical regions of counties and cities in the United Kingdom and their identifying human and physical characteristics linked to the area I am studying • identify the topographical features of an area (mountains and coasts) in the United Kingdom linked to the area being studied • Study the land-use patterns of an area the United Kingdom linked to the area being studied and say how these have changed over time. 	<ol style="list-style-type: none"> 2. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

	<ul style="list-style-type: none"> • identify the position and significance of longitude and latitude • identify the position and significance of the equator • identify the position and significance of the northern and southern hemisphere 	<ul style="list-style-type: none"> • identify the position and significance of the tropic of Cancer • identify the position and significance of the tropic of Capricorn • identify the position and significance of the Arctic and Antarctic circles • identify the position and significance of the Greenwich Meridian and different time zones (including night and day) 	<p>3. 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)</p>
<p>Place Knowledge</p>	<ul style="list-style-type: none"> • study the geographical similarities and differences through the study of human and physical geography of contrasting regions in the United Kingdom • study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe 	<ul style="list-style-type: none"> • study the 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 • study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America 	<p>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 a region within North or South America.</p>

<p>Human and Physical Geography</p>	<p><i>Physical Geography:</i></p> <ul style="list-style-type: none"> describe and show an understanding of the climate zones of the key places describe and show an understanding of the water cycle, thinking about the link to the key places describe and show an understanding of earthquakes linking to the key places describe and show an understanding of volcanoes to the key places <p><i>Human Geography:</i></p> <ul style="list-style-type: none"> Identify the settlements and land use of the key places Identify the economic activity, including trade links, of the key places Identify the distribution of natural resources, including energy, of the key places Identify the food, minerals and water aspects of the key places 	<p><i>Physical Geography:</i></p> <ul style="list-style-type: none"> describe and show an understanding of the climate zones of the key places describe and show an understanding of the biomes and vegetation belts of the key places <p><i>Human Geography:</i></p> <ul style="list-style-type: none"> Identify the settlements and land use of the key places Identify the economic activity, including trade links, of the key places Identify the distribution of natural resources, including energy, of the key places Identify the food, minerals and water aspects of the key places 	<p>1. Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>2. Human geography, 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>Map Skills Using and interpreting</p>	<ul style="list-style-type: none"> Use atlases, maps and globes. Use large scale maps outside and use maps at more than one scale. Make and use simple route maps. Locate photos of features on maps. Use oblique and aerial views. Recognise some patterns on maps and begin to explain what they show. 	<ul style="list-style-type: none"> Relate maps to each other and to vertical aerial photographs. Follow routes on maps saying what is seen. Use index and contents page of atlas. Use thematic maps for specific purposes. Know that purpose, scale, symbols and style are related. 	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

	<ul style="list-style-type: none"> • Give maps a title to show their purpose. • Use thematic maps. • Explain what places are like using maps at a local scale. • Recognise that contours show height and slope. 	<ul style="list-style-type: none"> • Can appreciate different map projections. • Can interpret distribution maps and use thematic maps for information • Can follow a route on 1:50 000 Ordnance Survey map; • Can describe and interpret relief features. 	
Map Skills Position and orientation	<ul style="list-style-type: none"> • Can use simple grids. • Can give direction instructions up to 8 cardinal points. • Can use 4-figure coordinates to locate features. • Know that 6 figure Grid references can help you find a place more accurately than 4- figure coordinates. 	<ul style="list-style-type: none"> • Can use 4 and 6-figure coordinates to locate features. • Can give directions and instructions to 8 cardinal points. • Can align a map with a route. • Can use latitude and longitude in an atlas or globe. 	
Map Skills Drawing	<ul style="list-style-type: none"> • Can make a map of a short route with features in correct order. • Can make a map of small area with features in correct places. 	<ul style="list-style-type: none"> • Can make sketch maps of an area using symbols and key. • Can make a plan for example, garden, play park; with scale. • Can design maps from descriptions. • Can draw thematic maps for example, local open spaces. • Can draw scale plans. 	
Map Skills Symbols	<ul style="list-style-type: none"> • Can use plan views regularly. • Can give maps a key with standard symbols. • Can use some Ordnance Survey style symbols. 	<ul style="list-style-type: none"> • Can use agreed and Ordnance Survey symbols. • Appreciate maps cannot show everything. • Can use standard symbols • Know 1:50.000 symbols and atlas symbols. 	

<p>Map Skills Perspective and Scale</p>	<ul style="list-style-type: none"> • Can use maps and aerial views to help discuss about, for example, views from high places • Can make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm² = 1m². • Can use the scale bar to estimate distance. • Can use the scale bar to calculate some distances. • Can relate measurement on maps to outdoors (using paces or tape) 	<ul style="list-style-type: none"> • Can use a range of viewpoints up to satellite. • Can use models and maps to talk about contours and slope. • Can use a scale bar on all maps. • Can use a linear scale to measure rivers. • Can describe height and slope using maps, fieldwork and photographs. • Can read and compare map scales. • Can draw measured plans for example, from field data. 	
<p>Map Skills Digital map making</p>	<ul style="list-style-type: none"> • Can use the zoom function to locate places. • Can use the zoom function to explore places at different scales. • Can add a range of annotation labels and text to help me explain features and places. • Can highlight an area on a map and measure it using the Area Measurement Tool. • Can use grid references in the search function • Can use the grid reference tool to record a location. • Can highlight areas within a given radius. • Can add photographs to specific locations. 	<ul style="list-style-type: none"> • Can find 6-figure grid references and check using the Grid Reference Tool. • Can combine area and point markers to illustrate a theme. • Can use maps at different scales to illustrate a story or issue • Can use maps to research factual information about locations and features. • Can use linear and area measuring tools accurately. 	

Geographical Enquiry	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas for enquiry. • Extend to satellite images, aerial photographs. • Investigate places and themes at more than one scale. • Collect and record evidence with some aid. • Analyse evidence and draw conclusions. eg make comparisons between locations through photos/ maps/ drawn pictures or sketches eg show how the local area has changed over time and research the impact of trade and tourism. 	<ul style="list-style-type: none"> • Begin to ask/ initiate geographical questions and conduct interviews for collecting evidence, sometimes in a formal situation. Evaluate the quality of the evidence and its reliability (eg bias/ age group interviewed) • Use books, stories, atlases, pictures/ photos and internet as sources of information. Investigate places and themes at more than one scale. • Collect and record evidence independently in groups. Be able to use a database to interrogate and amend information collected. • Analyse evidence gathered and draw conclusions eg compare two different locations using photos compare pre-war, post-war and present day; look at climate graphs for contrasting location to UK. eg rainfall in Amazon Rainforest. 	
	<ul style="list-style-type: none"> • Use the four points of a compass to build my knowledge of the United Kingdom and the wider world • Use the four figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> • Use the eight points of a compass to build my knowledge of the United Kingdom and the wider world • Use the four figure grid references symbols and keys to build my knowledge of the United Kingdom and the wider world • Ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider world. 	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.

<p>Fieldwork</p>	<ul style="list-style-type: none"> • Use a camera and locate labelled photographs on a map. • Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. • Devise and ask questions using geographical vocabulary to recognise that others may think differently. 	<ul style="list-style-type: none"> • Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. • Describe the benefits of data collection methods. • Measure using simple instruments, digital technologies and can measure more than one aspect at once. • Represent data and findings using maps, graphs and digital technologies 	<p>3. 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.</p>
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