

GEOGRAPHY Progression Map

EYFS	<p><u>Mathematics (3 & 4 years)</u> Understand position through words alone. For example, "The bag is under the table," - with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><u>Understanding the World (3 and 4 years)</u> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><u>Reception Understanding the World</u> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p> <p><u>Understanding the World ELG</u></p> <p><u>People</u> Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.</p> <p><u>The Natural World</u> • 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. • Understand some important processes and changes in the natural world around them, including the seasons.</p>
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	KS1	LKS2	UKS2
Locational Knowledge	<p>Name the countries making up the British Isles and the United Kingdom</p> <p>Name the capital cities of England, Ireland, Scotland and Wales</p> <p>Know the main river running through each country.</p> <p>Identify the surrounding Seas of the United Kingdom.</p>	<p>Name and locate the counties and cities of the United Kingdom in close proximity to my school (Lincs, Cambridgeshire Leicestershire, Norfolk, Rutland, Northamptonshire).</p> <p>Know geographical regions of counties and cities in the United Kingdom and their identifying human and physical</p> <p>Locate the major cities in the UK including London, Edinburgh, Cardiff, Belfast, Birmingham, Manchester, Leeds, Liverpool and Lincoln.</p> <p>Identify the topographical features of an area (Mountains and Rivers) in the United Kingdom linked to the area being studied</p> <p>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.</p>	<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
	<p>Locate and name the continents on the world map</p> <p>Locate and label the five oceans.</p>	<p>Use maps to locate the countries in Europe including Russia, France, Germany, Poland, Iceland, Netherlands</p>	<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

		Locate the major cities in Europe including Paris, Madrid, Berlin, Moscow, London	<p>and physical characteristics linked to the area I am studying</p> <ul style="list-style-type: none"> • 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.
	Compare and contrast two British Localities	<p>Identify the position and significance of the equator</p> <p>Identify the position and significance of the northern and southern hemisphere</p>	<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)
Place Knowledge	Compare and contrast a farm with the seaside.	<p>Study the geographical similarities and differences through the study of human and physical geography of contrasting regions in the United Kingdom</p> <p>Study the geographical similarities and differences through the study of human and physical geography of a region in Europe (Netherlands).</p>	<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>Human and Physical Geography</p>	<p>Compare England with a contrasting Country in the World.</p> <p>Compare England with a contrasting Country in the World - identifying similarities and differences. Comparing physical and human features.</p> <p>Compare a local city/town in England with a contrasting city in a different country - identify similarities and differences. Comparing physical and human features.</p> <p>To know that the Arctic and Antarctic are cold and desert areas are hot.</p> <p>To identify the equator, North and South poles.</p> <p>To name the seasons.</p> <p>To know weather patterns associated to each season.</p> <p>Start to look at why patterns are starting to become less common due to global warming.</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,</p>	<p>Physical Geography:</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 describe and understand the key features of a river and its formation <p>Human Geography:</p> <ul style="list-style-type: none"> Identify the settlements and land use of the key places studied Explain the impact of natural disasters on people 	<p>Physical Geography:</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 describe key coastal features and explain their formation <p>Human Geography:</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 (food), including energy, of the key places Identify the food, minerals and water aspects of the key places
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	<p>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>		
<p>Map Skills Using and interpreting</p>	<p>Find information on aerial photographs.</p> <p>Know that maps give information about the world (where and what?).</p> <p>Follow a route on a prepared map.</p> <p>Recognise simple features on maps such as buildings, roads and fields.</p> <p>Recognise that maps need a title.</p> <p>Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</p> <p>Begin explaining why places are where they are</p>	<p>Use atlases, maps and globes to locate European countries in relation to the UK</p> <p>Make and use simple route maps of the school grounds and local area</p> <p>Locate photos of features on maps for the local area</p> <p>Use oblique and aerial views.</p> <p>Recognise some patterns on maps and begin to explain what they show.</p> <p>Give maps a title to show their purpose.</p> <p>Explain what places are like using maps at a local scale - Moulton is smaller than Spalding.</p>	<p>Relate maps to each other and to vertical aerial photographs. Follow routes on maps saying what is seen.</p> <p>Use index and contents page of atlas.</p> <p>Use thematic maps for specific purposes. Know that purpose, scale, symbols and style are related.</p> <p>Can appreciate different map projections.</p> <p>Can interpret distribution maps and use thematic maps for information</p> <p>Can follow a route on 1:50 000 Ordnance Survey map;</p> <p>Can describe and interpret relief features.</p>
<p>Map Skills Position and orientation</p>	<p>Begin to use directional vocabulary up, down, left, right.</p>	<p>Can use simple grids.</p> <p>Begin to give directions using 8 compass points</p> <p>Use letter/no coordinates</p>	<p>Can use 4 and 6-figure coordinates to locate features.</p> <p>Can give directions and instructions to 8 cardinal points.</p>

	<p>Say which direction N,S,E,W is for example, using a compass in the playground (Y2)</p> <p>Know which direction N is on an Ordnance Survey map. (Y2)</p>	<p>Begin to use 4-figure coordinates to locate features</p>	<p>Can align a map with a route.</p> <p>Can use latitude and longitude in an atlas or globe.</p>
Map Skills Drawing	<p>Draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.</p> <p>Y2 Use an aerial phot/map to create own sketch map</p>	<p>Can make a map of a short route with features in correct order - around school/ locality</p> <p>Can make a map of small area with features in correct places- such as the school field.</p>	<p>Can make sketch maps of an area using symbols and key.</p> <p>Can make a plan for example, garden, play park; with scale.</p> <p>Can draw thematic maps for example, local open spaces.</p>
Map Skills Symbols	<p>Use own symbols on maps (Y1)</p> <p>Use class agreed symbols to make a key (Y2)</p> <p>Know that symbols mean something on maps.</p> <p>Begin to realise why maps need a key.</p>	<p>Can use plan views regularly.</p> <p>Can give maps a key with standard symbols.</p> <p>Begin to recognise OS symbols</p>	<p>Can use agreed and Ordnance Survey symbols.</p> <p>Draw sketch map using OS symbols</p> <p>Use atlas symbols</p>
Map Skills Scale/ distance	<p>Use relative vocabulary (bigger/smaller)</p> <p>Begin to spatially match a place (find UK on small and large maps)</p>	<p>Find the same boundary of a country and a county on different scale maps</p> <p>Measure straight line distance on a plan</p>	<p>Measure straight line between two places on a map and use scale to calculate true distance.</p> <p>Find places (mountain ranges/ rivers) on different maps</p>

<p>Map skills Perspective</p>	<p>Draw around objects to make a plan (Y1)</p> <p>Look down on objects to make a plan view (Y2)</p>	<p>Draw a sketch map from a high view point</p>	<p>Draw a plan view with increasing accuracy.</p>
<p>Map Skills Digital map making</p>	<p>Find places using a postcode or simple name search.</p> <p>Add simple information to maps for example, labels and markers.</p> <p>Draw around simple shapes and explain what they are on the map for example, houses.</p> <p>Use the measuring tool with support to show distance for example, my house to school, to the shops.</p>	<p>Can use the zoom function to locate places.</p> <p>Can add a range of annotation labels and text to help me explain features and places.</p> <p>Can add photographs to specific locations.</p>	<p>Can find 6-figure grid references and check using the Grid Reference Tool. Can combine area and point markers to illustrate a theme.</p> <p>Can use maps at different scales to illustrate a story or issue</p> <p>Can use maps to research factual information about locations and features.</p> <p>Can use linear and area measuring tools accurately.</p>
<p>Map styles</p>	<p>Picture maps and globes</p> <p>Find land and sea</p> <p>Use teacher drawn maps</p> <p>Use large scale OS maps</p> <p>Use infant Atlas</p>	<p>Use large scale OS maps</p> <p>Use map sites on internet</p> <p>Use junior atlas</p> <p>Use aerial and oblique views</p>	<p>Use index and contents within an atlas</p> <p>Use medium scale OS ranger map</p>
<p>Geographical Enquiry</p>	<p>Ask simple geographical questions; where is it? What is it like? How is the weather different? How are lifestyles different?</p>	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas for enquiry. • Collect and record evidence with some aid. 	<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

	<p>Use books, stories, maps, pictures/ photos and internet as sources of information. Look at weather reports and weather maps and recognise symbols.</p> <p>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.</p> <p>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.</p> <p>Begin to recognise how people adapt to their environment and affect the environment.</p>	<ul style="list-style-type: none"> 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. 	<p>of the evidence and its reliability (eg bias/ age group interviewed)</p> <ul style="list-style-type: none"> 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 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 	<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

		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider world.
<p>Fieldwork</p>	<p>Make simple observations</p> <p>Draw a simple sketch map showing key features of the school, its grounds and surrounding environment</p> <p>Measure using simple words and frequency recording (Y1)</p> <p>Measure using standard units such as minutes and metres</p> <p>Reach a simple conclusion to the fieldwork question or predication</p> <p>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?</p> <ul style="list-style-type: none"> • 	<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