

GEOGRAPHY PROGRESSION MAP

EYFS

Understanding the World (People and Communities)	Understanding the World (The World)
<p>To know about similarities and differences between themselves and others.</p> <p>To describe their families, communities and traditions.</p> <p>Observe features in the environment by pointing and looking closely.</p> <p>Notice simple features eg. grass, trees.</p> <p>Use simple descriptive language to describe features.</p> <p>Begin to compare different features of our community – eg. park and house</p> <p>Make marks to represent home and other features.</p> <p>Make marks to represent journeys.</p>	<p>Know about the similarities and differences in relation to places, objects materials and living things.</p> <p>To talk about features of their own immediate environment and how environments might differ from each other.</p> <p>Show an interest in maps and point out features.</p>

KEY STAGE ONE

Locational Knowledge	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 UK and its surrounding seas.
Place Knowledge	Compare the UK with a contrasting country in the world. Compare a local city/town with a contrasting city/town in a different country.
Human and Physical Geography	Use key vocabulary to demonstrate knowledge and understanding of a village, town, city, sea, beach, hill, mountain. Identify seasonal and daily weather patterns in the United Kingdom. Identify hot and cold areas of the world in relation to the Equator and the North and South Poles.
Geographical Skills and Fieldwork	Use world maps, atlases, and globes to identify the countries, continents and oceans studied. Use simple compass directions and locational and directional vocabulary to describe the locations of features and routes on a map. Devise a simple map and construct symbols in a key. Use simple fieldwork and observational skills to demonstrate knowledge and understanding of the terms: compass, 4 point, direction, North, East, South, West, plan, record, observe aerial view, key, map, symbol, direction, position, route, journey, map, human and physical. Carry out simple surveys of the school or local area. Collect data using a tally chart or a different method Add labels to maps Create plans of familiar environments

Lower Key Stage Two

Locational Knowledge	<p>Locate the world's countries, concentrating on environmental regions and key physical and human characteristics.</p> <p>Name and locate countries and cities of the United Kingdom, identifying physical and human characteristics, and how a place has changed.</p> <p>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.</p> <p>Use key vocabulary to demonstrate knowledge and understanding of this strand.</p>
Place Knowledge	<p>Understand geographical similarities and differences through the study of human geography of a region of the UK.</p> <p>Explore similarities and differences, comparing the human geography of a region of the UK and a region of Europe.</p> <p>Use key vocabulary to demonstrate knowledge and understanding of this strand.</p>
Human and Physical Geography	<p>Describe and understand key aspects of physical geography including climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle.</p> <p>Describe and understand key aspects of human geography, including, types of settlement and land use.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand.</p>
Geographical Skills and Fieldwork	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>Record findings from field trips.</p> <p>Use a database to present findings from fieldwork.</p> <p>Add titles and location information.</p> <p>Select views to photograph.</p>

Upper Key Stage Two

<p>Locational Knowledge</p>	<p>Use maps to locate the world’s countries with a focus South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate countries and cities of the UK, identifying their physical features, including mountains, rivers and land use patterns, showing change over time. Identify the position and significance of latitude, longitude, Equator, Norther Hemisphere, Southern Hemisphere and use longitude and latitude to find locations of a map. Use key vocabulary to demonstrate knowledge and understanding of this strand.</p>
<p>Place Knowledge</p>	<p>Understand geographical similarities and differences through the study of human geography of a region of the UK, and a region of South America. Understand geographical similarities and differences through the study of physical geography of a region of the UK, and a region of South America. Use key vocabulary to demonstrate knowledge and understanding of this strand.</p>
<p>Human and Physical Geography</p>	<p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, mountains and the water cycle. Describe and understand key aspects of 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. Use key vocabulary to demonstrate knowledge and understanding of this strand.</p>
<p>Geographical Skills and Fieldwork</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 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 UK and the wider world. Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs and digital technologies. Use key vocabulary to demonstrate knowledge and understanding of this strand. Suggest questions for investigating Use primary and secondary sources of evidence in my investigations. Analyse evidence and draw conclusions. Select appropriate methods of data collection. Evaluate the quality of evidence collected and suggest improvements.</p>

