Geography Progression Map

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|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 |
| Location Knowledge | To think about their home, where they live and classroom evironment  Key Vocab  Family/names of family members, live,house  Bungalow,apartment  Garden,street,town | To name the 7 continents and 5 oceans. | To re-cap the 7 continents and 5 oceans in first lesson about climate.  To name and locate the countries in the UK.  To name the capital cities.  To name the surrounding seas. | Re-cap the 7 continents and 5 oceans  To use atlases to identify the countries in the UK and their capital cities.  Use maps to look at counties and main regions in UK. Compare a region in the UK and a region in Italy identifying human and physical characteristics. | Re-cap on the 7 continents and 5 oceans.  To locate the world’s countries on a map and focus on S America and name the countries there and capital cities.  To identify the key physical features in South America.  Use of atlas to identify lines of longitude, latitude, tropic of cancer, tropic of Capricorn and equator.  To consider how land use has changed in the local area and the reasons for this.  To locate the longest rivers in the UK and the world. |
| Place Knowledge | To identify what the area they live in is like in terms of weather.  To understand where they live in relation to the rest of the UK.  To locate China on a map and identify landmarks.  To use language to describe a route eg past, between, under, in front, below | To identify human and physical features of the local area.  To name some animals that live in hot and cold continents. | To understand similarities and differences of an area in the UK London, and an area not in the EU by comparing the human and physical features.UK to Brasilia in Brazil | To study the human and physical geography of the region they live in the UK and a region in Italy. | To study a region in South America.  To compare the Amazon rainforest in S America to Wyre forest in the UK.  To understand humans impact on an area eg deforestation and land use impact. |
| Human and Physical Geog | To understand the different seasons and the changes.  To spend time in the natural environment  To talk about local environment and identify changes.  To identify similarities and differences between where they live and another place (hot/cold places)  Key Vocab  Season, autumn, winter, summer, spring, roads, houses, tress, paths, pavements, grass, park, pond, ducks, birds  Snow, cold, ice, winter, Arctic animas, hare, fox, owl, polar bear | To learn about weather in hot and cold continents.  To understand the location of the hot and cold countries (in North and South pole) in relation to the Equator. | To recognise weather patterns in the UK.  To name human features including city, town, village, factory, farm, house, port, harbour and shop. | To identify volcanoes | To understand and locate climate zones using an atlas, include tropics of cancer and Capricorn, Grenwich Meridian.  To identify rivers and mountains in South America.  To look at settlement types and land use.  To discuss trade links and economic activity when bell boating. |
| Geographical Skills and Fieldwork | To look at a world map and understand where they live.  In forest school the children create a simple map of it.  They hide something and create a map for others to find it.  Key Vocab  Under, in front, behind, next to, beside, between, above, below, journey | To use a world map to identify continents and oceans.  To create a map – Chn to draw things they have seen onto their map in correct place on the way to school and of Bromsgrove High Street. Use of pictures not symbols.  Use positional language – left and right  Children follow a simple map of their local area.  Chn to walk to Bromsgrove and identify human and physical features. | To use maps and atlases to identify the UK and its countries.  To be able to identify some OS map symbols.  Use simple compass directions (North, South, East and West).  Chn are given a plan view of the school and fill in the information.  To collect, present and analyse weather data. | Use the 8 compass directions.  To recognise OS symbols from Year 2 and further ones.  Use these when creating a map and to use a key.  To design their own map symbols  To carry out fieldwork in the local area looking at landuse. Use of data loggers to do a noise survey in local area. | To re-cap the 8 compass directions.  To re-cap the OS symbols already been taught and to identify them on an OS map.  To design their own map using a design criteria and explaining their choices for why certain amenities/amusements are where they are.  Using the OS map, chn are to be introduced to 4 figure grid references.  Use a map on a walk to look at how landuse has changed in the local area.  On bell boating journey, chn to locate journey on a map. Along the canal use data loggers to carry out noise survey and explain why noise levels different in different areas.  Carry out a litter survey too. |