**St. Jerome’s Catholic Primary School Progression Map for Geography**

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **GEOGRAPHICAL KNOWLEDGE****The UK and Local Area****The world and its continents** | **Understanding the World: People, Culture and Communities**Children will:Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class e.g. Diwali, Chinese New Year.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.E.g. Handa’s Surprise**Understanding the World: The Natural World**Children will:Explore the natural world around them, making observations and drawing pictures of animals and plants e.g. environmental art, nature walks, beach school; 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 e.g. climate, desert and arctic environments; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter e.g. autumn walk.Children will: describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps, describe a familiar route, discuss routes and locations e.g. locality walks to local shops and duck pond. | The child can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. (E.g. Locality study, locating Formby, Liverpool on map)The child can know about the **local area** and name key landmarks, e.g. the nearest local green space. (E.g.’What is the locality of where I live?’. From avocabulary list of features of the local area, identify which arehuman/physical. Describe the features of the pinewoods/houses/shops following fieldwork)The child can recognise and name some continents and oceans on a globe or atlas.(E.g. Use the name of a continent when describing the location of the habitat of penguins and camels. Antarctica/Africa, North/South Poles) | The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. (E.g.The child can know about the **local area**, and name and locate key landmarks. (E.g. Viking ship in village, lost resort) Create a vocabulary list of the human and physical features of the local area. Describe these features and locate them on a map using images or drawings.) The child can name and locate the seven continents and five oceans on a globe or atlas.(E.g. Africa, Antarctica, Atlantic Ocean) | The child can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.The child can relate continent, country, county, city/where you live.The child can locate some physical environments in the UK. (E.g. locate the Lake District and recognise where hills and mountains are on a map.)The child can locate some countries in Europe on a map or atlas.The child can describe some European and North American cities using an atlas.(E.g. Orlando, Florida) The child can use a globe and map to identify the positionof the Poles, the Equator, Northern Hemisphere and SouthernHemisphere. (E.g. Use the name of the Poles and the Equator when describing the migration of a blue whale.)  | The child can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.The child can locate and describe some human and physical characteristics of the UK. (E.g. looking at temperature and rainfall of different counties within the UK and comparing them)The child can locate some countries in South America on a map or atlas.The child can relate continent, country, state and city.The child can identify the position of thePrime/Greenwich Meridian and understand the significance of **latitude and longitude**.(E.g. look at equator, tropic of cancer and Capricorn and discuss their significance to the world’s climates) | The child can locate and describe some physicalenvironments in the UKThe child can locate the UK's regions and major cities. (E.g. Compare a region of North America with own local area)The child can locate some major cities and countries ofEurope and North America on physical and political maps.The child can describe some key physical and human characteristics of Europe and North America.(E.g. Europe – Fairtrade)The child can locate places studied in relation to theEquator, Tropics of Cancer and Capricorn, and their **latitude** and**longitude**. (E.g. Produce a fair trade map based around a world map locatingthe origin of some foods and relate this to latitude, longitude, theEquator, the Tropics of Cancer and Capricorn, and climate.) | The child can locate and describe severalphysical environments in the UK, e.g. coastal andmountain environments, and how they change.The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.The child can recognise broad land-use patterns of the UK.(E.g. Use a blank map of the U.K. to create a 'Highest, longest,biggest' challenge – locate the longest river and highest point of each country of the UK. Looking at Cambrian Mountains in Wales and comparing to Himalayas.)The child can locate cities, countries and regions of Europe and North and South America on physical and political maps. (E.g. Rockies, Andes, N and S America)The child can describe key physical and humancharacteristics and environmental **regions** of Europe and North and South America.(E.g. Lake District)The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, **latitude and longitude**, and relate this to their time zone, climate, seasons and vegetation.(E.g. Produce a world fruit map based around a worldmap locating the origin of several fruits and relate thisto latitude, longitude, the Equator, the Tropics of Cancerand Capricorn, the Arctic and Antarctic Circles and climate zone.) |

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **GEOGRAPHICAL UNDERSTANDING****Physical themes****Human Themes****Map Skills** | The child can talk about the day-to-day weather andsome of the features of the seasons in their locality.The child can show awareness that the weather may vary in different parts of the world.(E.g. North and South Poles and the Sahara. Identifying equator and poles.)The child can talk about a natural environment, namingit’s features using some key vocabulary.(E.g. Make an Antarctica role play area thinking about animal adaptations. Looking at local area and mapping route to beach school including key features and landmarks)The child can talk about a human environment, such as the**local area** or a UK city, naming some features using some keyvocabulary.(E.g. Locality walk vocab, village, house, office, shop.)For instance: Using maps Use a simple picture map to move around (E.g. beach school orienteering)Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards, N, S, E, W (E.g. Why do we love being by the sea?) Map knowledge Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles (E.g. why don’t penguins fly?)Making maps Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features (E.g. beach school and locality walk) | The child can identify seasonal and dailyweather patterns in the United Kingdom.(E.g. The weather in Devon generally produces rich grass suitable for dairy cows.)The child can describe which continents have significanthot or cold areas and relate these to the Poles andEquator.The child can recognise a natural environmentand describe it using key vocabulary.(Describing the local area and surrounding sand dunes, talking about why certain areas land are fertile and produce crops)The child can identify a range of humanenvironments, such as the **local area** and contrastingsettlements, and describe them and some of theactivities that occur there using key vocabulary.(E.g. From Kampong Ayer – the world’s largest water village, identify key features from imagesor a video. Draw two differences and two similarities tothe area in which you live.)For instance: Using maps Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Map knowledge Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles Making maps Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key (E.g. locality walk and beach school visit) | The child can describe the pattern of hot or cold areas ofthe world and relate this to the position of the Equator and the Poles.(E.g. Prepare a report, using a map and photographs, about blue whales containing details of the animal, where it lives in terms of climate and what it eats).The child can recognise different natural features such as amountain and river and describe them using a range of keyvocabulary.The child can identify and sequence different humanenvironments, such as the **local area** and contrasting **settlements**such as a village and a city.The child can recognise features and some activities that occur indifferent settlements using a range of key vocabulary.The child can recognise the main land uses within urban areas andthe key characteristics of rural areas.(E.g. Using Google Earth, atlases and images with support, look at London and the Lake District and identify how theyare different.)The child can understand the basic **physical and human****geography** of the UK and its contrasting human and physicalenvironments.The child can recognise that some regions are different from others.For instance: Using maps Follow a route on a map with some accuracy (E.g. beach school orienteering)Locate places using a range of maps including OS & digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map Map knowledge Locate the UK on a variety of different scale maps Create a simple scale drawing Use standard symbols, and understand the importance of a key  | The child can indicate tropical, temperate andpolar **climate zones** on a globe or map and describe the characteristics of these zones using appropriatevocabulary. The child can understand that climate and vegetation are connected in an example of a **biome**, e.g. the tropical rainforest.The child can understand that animals and plants are adapted to theclimate.(E.g. work on rainforests and deserts)The child can use simple geographical vocabulary to describe significant physical features and talk about how they change.The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.The child can identify and sequence a range of**settlement** sizes from a village to a city.(E.g. Megacities)The child can describe the characteristics of **settlements**with different functions, e.g. coastal towns.The child can use appropriate vocabulary to describe themain land uses within urban areas and identify the keycharacteristics of rural areas.(E.g. Using Google Earth, atlases and images, researchseveral major cities in South America and identify how they are different and similar.)For instance: Using maps Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map Map knowledge Locate South America on a large scale map or globe, Name and locate countries in South America and their capitals cities Making maps Recognise and use OS map symbols, including completion of a key and understanding why it is important  |  The child can understand our food is grown in many different countries because of their climate.(E.g. Create a food map poster in the topic ‘Why is Fairtrade fair?’ based around a world map using several foods and labelling their countries of origin.)The child can understand how food production is influenced by climate.(E.g. Produce a world food map showing where the foodwe eat is grown and the key aspects of the climate in these locations.)The child can know and understand what life is like in cities and in villages. (E.g. Comparing local area to N. America) The child can know the journey of how one product gets into their home in detail (E.g. research a food commodity and its route to local shops()The child can describe some renewable and non-renewable energy sources.(E.g. How is climate change affecting the world?)The child can know where some of our main natural resources come from.(E.g. Take part in a decision-making exercise selecting an energy source to generate power for nearby houses.)The child can understand how a **region** has changed.(E.g. Links with local history work )Using maps Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature of different regions in the world and climate change) Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references. Map knowledge Locate the world’s countries, focus on North America Identify the position and significance of lines of longitude & latitude Making maps Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly (E.g. beach school) | The child can understand how climate and vegetation are connected in **biomes**, e.g. the tropical rainforest and the desert.The child can describe what the climate of a region is likeand how plants and animals are adapted to it.The child can describe and understand a range of key physical **processes** and the resulting landscape features.The child can understand how a mountain **region** was formed.(E.g. Make a playdough model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows.)The child can describe some key physical **processes** and the resulting landscape features, e.g. understand the characteristics of a mountain **region** and how it was formed.(E.g. Make a playdough model to show the formation of foldmountains of the Alps in Europe and talk about what it shows.)The child can know and understand what life is like in cities and in villages and in a range of **settlement**sizes.The child can understand that products we use are imported as well as locally produced.The child can explain how the types of industry in the area have changed over time.The child can understand where our energy and naturalresources come from.(E.g. Prepare a presentation for a decision-making exerciseselecting an energy source to generate power by using rivers.)The child can understand how a **region** has changed and how it is different from another region of theUK. (E.g. Produce a presentation showing how Keswick has changed over the years and compare with Formby.)Using maps Follow a short route on a OS map (E.g. Mapping routes around Keswick link with residential) Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps Map knowledge Locate the world’s countries on a variety of maps, including the areas studied throughout the Key Stages Making maps Draw plans of increasing complexity Begin to use and recognise atlas symbols(E.g. Locating hikes in the Lake District: calculating length, altitude change and sightseeing.)

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| **Geographical skills and enquiry****Field work** |

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| Use basic observational skills Carry out a small survey of the local area/school Draw simple features Ask and respond to basic geographical questions Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey (Y2?)Sketching Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features Audio/Visual Recognise a photo or a video as a record of what has been seen or heard Use a camera in the field to help to record what is seen  |

 |  For instance: Gather information Ask geographical questions Use a simple database to present findings from fieldwork Record findings from fieldtrips Use appropriate terminology Sketching Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction Audio/Visual Select views to photograph Add titles and labels giving date and location information Consider how photo’s provide useful evidence use a camera independently Locate position of a photo on a map  |

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| Gather information Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected, Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements Sketching Evaluate their sketch against set criteria and improve it. Use sketches as evidence in an investigation. select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns Audio/Visual Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Use photographic evidence in their investigations Evaluate the usefulness of the images  |

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