**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 a  vocabulary list of features of the local area, identify which are  human/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 position  of the Poles, the Equator, Northern Hemisphere and Southern  Hemisphere.  (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 the  Prime/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 physical  environments in the UK  The 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 of  Europe 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 the  Equator, Tropics of Cancer and Capricorn, and their **latitude** and  **longitude**. (E.g. Produce a fair trade map based around a world map locating  the origin of some foods and relate this to latitude, longitude, the  Equator, the Tropics of Cancer and Capricorn, and climate.) | The child can locate and describe several  physical environments in the UK, e.g. coastal and  mountain 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 human  characteristics 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 world  map locating the origin of several fruits and relate this  to latitude, longitude, the Equator, the Tropics of Cancer  and Capricorn, the Arctic and Antarctic Circles and climate zone.) |

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| **GEOGRAPHICAL UNDERSTANDING**  **Physical themes**  **Human Themes**  **Map Skills** | The child can talk about the day-to-day weather and  some 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, naming  it’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 key  vocabulary.  (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 daily  weather 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 significant  hot or cold areas and relate these to the Poles and  Equator.  The child can recognise a natural environment  and 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 human  environments, such as the **local area** and contrasting  settlements, and describe them and some of the  activities that occur there using key vocabulary.  (E.g. From Kampong Ayer – the world’s largest water village,  identify key features from images  or a video. Draw two differences and two similarities to  the 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 of  the 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 a  mountain and river and describe them using a range of key  vocabulary.  The child can identify and sequence different human  environments, 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 in  different settlements using a range of key vocabulary.  The child can recognise the main land uses within urban areas and  the 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 they  are different.)  The child can understand the basic **physical and human**  **geography** of the UK and its contrasting human and physical  environments.  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 and  polar **climate zones** on a globe or map and describe the characteristics of these zones using appropriate  vocabulary. 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 the  climate.  (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 the  main land uses within urban areas and identify the key  characteristics of rural areas.  (E.g. Using Google Earth, atlases and images, research  several 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 food  we 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 like  and 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 fold  mountains 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 natural  resources come from.  (E.g. Prepare a presentation for a decision-making exercise  selecting 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 the  UK. (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** | |  | | --- | | 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 | |  | | --- | | 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 | |