



GEOGRAPHY

Heavers Farm and Selsdon Primary Schools

PROGRESSION DOCUMENT

This document outlines progression in Geography from Nursery to Year Six.

Location and Place Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and Place Knowledge	<p><u>Understanding the world</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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>Knowledge</u></p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><u>Understanding the world</u></p> <p>Talk about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talk about the features of my own immediate environment and how environments might vary from one another.</p> <p><u>Knowledge</u></p> <p>Know that seasons change the look of a place, e.g. in winter the leaves fall off the trees.</p> <p>Draw information from a simple map</p>	<p><u>Skills</u></p> <p>Name and locate different parts of the local community.</p> <p>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK</p> <p><u>Knowledge</u></p> <p>Talk about and describe my locality.</p> <p>Use plans, maps, globes, atlases, and aerial images to recognise some features and places (in my locality/ in the wider world).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Talk about /describe a locality using some appropriate vocabulary e.g. features, location, geographical</p>	<p><u>Skills</u></p> <p>Name and locate some places in their locality, the UK and wider world.</p> <p><u>Knowledge</u></p> <p>Name and locate the world’s 7 continents and 5 oceans, understanding the terms ‘continent’ and ‘sea’.</p> <p>Understand that a world map shows all the countries in the world.</p> <p>Identify the UK and the countries where members of the class come from.</p> <p>Describe some differences between places near the equator and at the poles.</p> <p>Compare places at a local scale (eg where I live and another place at a similar scale in a non European country).</p>	<p><u>Skills</u></p> <p>Name and locate key landmarks in their locality, the capital cities of the UK and significant places in the wider world.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia.</p> <p><u>Knowledge</u></p> <p>Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc).</p> <p>Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks.</p> <p>Locate and name the continents on a World Map.</p> <p>Name, locate and</p>	<p><u>Skills</u></p> <p>Name and locate a wider range of places in their locality, the UK and wider world including the names of countries and their location on the continents.</p> <p>Explain my own views about locations, giving reasons</p> <p><u>Knowledge</u></p> <p>Understand the difference between the Northern and Southern hemisphere.</p> <p>Understand the term ‘climate zones’ and identify some differing ones. Touch upon global warming and its implications.</p> <p>A focus on biomes</p> <p>Identify where counties are within the UK and the key topographical features.</p> <p>Name and locate the cities of the UK.</p>	<p><u>Skills</u></p> <p>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.</p> <p><u>Knowledge</u></p> <p>Know location of: Capital cities of countries of British Isles and U.K. seas around U.K., European Union countries with high population and large areas and largest cities in each continent.</p> <p>Know about the wider context of places e.g. county, region and country.</p> <p>Identify the physical characteristics and key topographic features of the countries within South and Central America.</p> <p>Recognise different shapes of countries.</p> <p>Identify and describe the</p>	<p><u>Skills</u></p> <p>Name and locate an increasing range of places in the world including globally and topically significant features and events.</p> <p><u>Knowledge</u></p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these</p>

			<p>characteristics such as weather and what happens there).</p> <p>Ask and answer some questions to help me investigate. e.g. What is this place like?</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p>	<p>Recognise and describe simple patterns in the environment (eg the variations in traffic during the day, seasonal changes). I can identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles.</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (<u>a different location to the one studied in year 1</u>).</p>	<p>identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</p> <p>To share one's own views about locations.</p> <p>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.</p>	<p>Name and locate the countries of Europe.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.</p>	<p>significance of the Prime/ Greenwich Meridian and time zones including night and day.</p> <p>Make connections between the Equator and the tropics and Africa.</p> <p>Identify largest urban areas in Africa and the deserts/plains etc.</p>	<p>aspects have changed over time.</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 (including day and night).</p> <p>Name and locate the countries of North America.</p> <p>Explain and discuss a range of reasons for geographical similarities and differences between countries.</p> <p>Explain how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p>
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Human and Physical Geography

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography		<p><u>Knowledge</u></p> <p>To make observations of the environment and explain why some things occur and talk about changes such as the seasons.</p> <p>To recognise that some environments are different to those in which they live – e.g. school environment is different to home.</p>	<p><u>Skills</u></p> <p>Describe some places and features using basic geographical vocabulary, such as hot and cold, near and far.</p> <p>Express their views on some features of their environment e.g. what they do or do not like.</p> <p>Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality.</p> <p>To talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis.</p> <p>Identify land use around the school. I can use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory,</p>	<p><u>Skills</u></p> <p>Describe places and features using more specific geographical vocabulary specifically linked to the topic, for example relating weather to the seasons.</p> <p>Make observations about features that give places their character.</p> <p>Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.</p> <p>Compare and contrast the human and physical features of a British locality with a non- European</p>	<p><u>Skills</u></p> <p>Use geographical language to describe some aspects of human and physical features and patterns.</p> <p>Make observations about places and features that change over time.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area.</p> <p>Describe key aspects of human geography including settlements and land use of an area in an area.</p> <p><u>Knowledge</u></p> <p>Study of volcanoes – causes, effects etc. Do a short study of the Pacific Ring of Fire.</p>	<p><u>Skills</u></p> <p>Use geographical language to identify and explain some aspects of human and physical features and patterns</p> <p>Describe how features and places change and the links between people and environments.</p> <p>Describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle.</p> <p>Describe key aspects of human geography including settlements and land use.</p> <p><u>Knowledge</u></p> <p>Whilst studying history:</p> <ul style="list-style-type: none"> • why did the Anglo Saxons and the Vikings choose to settle where they did? • What were their settlements like? 	<p><u>Skills</u></p> <p>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</p> <p>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.</p> <p>Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</p>	<p><u>Skills</u></p> <p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Explain some links and interactions between people, places and environments.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Identify and describe the main human and physical characteristics of</p>

			<p>farm, house, office shop to refer to the physical and human features of places studied.</p> <p>Knowledge Identify the human and physical features of the two localities studied.</p> <p>Identify seasonal and daily weather patterns in the UK.</p>	<p>locality, including land use differences.</p> <p>Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.</p> <p>Knowledge Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>Identify the human and physical features of the two localities studied (<i>a small area of the UK and of a small area in a contrasting non-European country – see above</i>)</p>	<p>Study how human Geography has changed over time (These can all be covered in one or two lessons of each history topic).</p>	<ul style="list-style-type: none"> • How did they use the land and how has land use changed today? • What was Anglo Saxon Croydon like? • How did they trade? • How is that different today? 	<p>rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Knowledge</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>Rivers and the water cycle including transpiration</p> <p>Human geography including trade between UK and other countries. <i>Fair/unfair distribution of resources (Fairtrade).</i></p>	<p>North and South America.</p> <p>I can explain how countries and geographical regions are interconnected and interdependent.</p> <p>I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>I can 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</p>
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								<p>including energy, food, minerals and water.</p> <p><u>Knowledge</u> Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America,</p> <p>Understand the significance of Latitude and longitude.</p> <p>Study of a region of North or South America</p>
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Geographical Skills: Enquiry and Investigation

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills: Enquiry and Investigation	<p>Talk about what you can see in your immediate vicinity including around the school and your home in the simplest of terms, e.g. playground, bus stop, park</p>	<p>Identify and describe features in the local environment, e.g. house, farm, church.</p> <p>Use photos and pictures to locate places in the local environment.</p> <p>Talk about the local environment in more detail, e.g. the local high street has lots of shops and a church.</p>	<p>Ask simple geographical questions. e.g. What is it like to live in this place?</p> <p>Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p>	<p>Ask and answer more detailed geographical questions when investigating different places and environments, such as ‘where do I live?’, ‘How does it look?’.</p> <p>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</p>	<p>Ask and respond to geographical questions e.g. Why is it like this? How is it changing? What do you think about that?</p> <p>Identify similarities, differences and patterns when comparing places and features.</p>	<p>Ask and respond to more searching geographical questions including ‘how?’ and ‘why?’ How is it changing? Why is it. Changing? How is it similar/different from another place?</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p>	<p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p> <p>Recognise geographical issues affecting people in different places and environments.</p>	<p>Ask and respond to questions that are more searching e.g. What happened in the past to cause that? How is it likely to change in the future?</p> <p>Make predictions and test simple hypotheses about people, places and geographical issues.</p> <p>Earthquakes/natural disasters – floods, tsunamis</p> <p>Distribution of natural resources.</p>

Geography Skills: Fieldwork

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography Skills: Fieldwork	<p>To enjoy playing with small world models such as farm, a garage or a train track.</p> <p>To use positional language, e.g. up, down, in front of, behind</p>	<p>Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. local church, station, café.</p>	<p>Observe and describe daily weather patterns.</p> <p>Fieldwork To observe what is in the immediate surroundings of the school and its grounds, e.g. physical features such as fields, trees and human features such as playground structures and buildings and the difference between these.</p>	<p>Identify seasonal and daily weather patterns.</p> <p>Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</p> <p>Fieldwork to develop knowledge and understanding of the school and local area.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment – fieldwork in the local area/close proximity to the school e.g. the road, park, woods, church, shops.</p>	<p>Observe, record, and name geographical features in their local environments.</p> <p>Fieldwork</p> <p>Understand the 8 compass points and use them to explain/identify points on a map.</p>	<p>Observe, record, and explain physical and human features of the environment.</p> <p>Fieldwork</p> <p>Children begin to experiment with and understand 4 figure grid references on maps.</p>	<p>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</p> <p>Fieldwork</p> <p>Link this to your local history focus. Pick a time to compare it to (Victorian? Edwardian? 1930s?)</p>	<p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements, and recordings.</p> <p>Fieldwork - traffic study</p> <p>Undertake a traffic survey of the local high street</p> <ul style="list-style-type: none"> - Tally counting, types of vehicle observed <p>Comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses</p> <p>Ask Geographical questions e.g. how is traffic controlled? What are the main problems?</p> <p>Undertake a street/ noise survey of the</p>

								<p>local road/ high street</p> <p>Form and develop opinions e.g. Do the pupils like/dislike the high street?</p> <p>Compare the high street with another quieter road</p> <p>Make suggestions and reflect on own beliefs. What changes/ improvements would children make to the high street?</p> <p>Select methods for collecting, presenting and analysing data. Analyse evidence and draw conclusions.</p>
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Geography Skills: Sources of Information

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills: Sources of information (Interpret)	Pictures of the local area	Simple picture maps	Use a range of sources such as simple maps, globes, atlases, and images.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.	Use a range of maps and other sources of geographical information and select the most appropriate for a task.	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.

Geography Skills: Communication of Information

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills: Communication of information	Use pictures to talk about what they can see and recognize around their immediate vicinity.	<p>Simple picture maps and picture atlases, e.g. animal atlas</p> <p>Pictures of the local area including parks, shops station, church, and pictures from key locations in the school that the children are familiar with.</p>	<p>Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where.</p>	<p>Express views about the environment and can recognise how people sometimes affect the environment.</p> <p>Create their own simple maps and symbols.</p>	<p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p> <p>Communicate geographical information through a range of methods including the use of methods including digital maps, plans. graphs and presentations.</p>	<p>Express their opinions on environmental issues and recognise that other people may think differently.</p> <p>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>	<p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</p> <p>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</p>	<p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>Communicate geographical information using a wide range of methods including writing at increasing length.</p>

Mapping

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Direction/Location	Up, down, in front of, behind	Up, down, forwards, backwards	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and including NSEW)	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points. Use letter/no. co-ordinates to locate features on a map confidently.	Use 8 compass points. Begin to use 4 figure coordinates to locate features on a map.	Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing Maps	Draw simple pictures of what they know, e.g. the school and playground, their home	Begin to draw a simple map of where they are, e.g. the classroom. Not to scale, with some of the main features, e.g. play area	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order;	Make a map of a short route experienced, with features in correct order;	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data.

Representation		Using pictures to represent key locations on their own map. Memory sticks to represent local area/school walks	Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key	Know why a key is needed. Use standard symbols.	Make a simple scale drawing. Know why a key is Needed.	Use/recognise OS map symbols.	Use/recognise OS map symbols. Use atlas symbols.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using Maps	Collect resources on a walk to remind them of what they have seen, e.g. sticks, stones to contribute to class discussion.	Create a memory stick, collect objects from a local walk and attach to a stick to create a visual reminder of the main features observed from a walk.	Use a simple picture map to move around the school. Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering).	Locate places on large scale maps, (e.g. Find UK or India on globe). Follow a route on a large-scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns).
Style of Maps	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Picture maps	Picture maps, memory sticks from walks in the local area.	Picture maps and globes.	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use a KS1 atlas.	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.

Vocabulary

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human features	building town farm road park path people	bridge bungalow caretaker church cleaner dentist doctor Head Teacher house Police Officer right roundabout school street teacher traffic lights tunnel zebra crossing	building bungalow bus car farm junction lorry plan town transport travel village wind	city factory harbour port semi-detached terraced	community port harbour cliff factory office transport [carry] industry sketch	allotment arable farming distribution export greenhouse import intensive farming man-made materials market gardening mixed farming polytunnel productivity satellite scale settlement patterns sustainable trade	confluence development excursion industrial industry products settlement source surface tourist transportation tributary	congestion conservation disperse export immigrant import indigenous land use migrate naturalised pollution pollution renewable rural sustainability urban
Physical features	beach countryside desert forest hill lake	mountain river sea seasons weather wood	autumn cold dry fog hail hot rain seasons snow spring summer wet winter	beach Belfast Cardiff cliff coast desert Dublin Edinburgh Eire England English Channel environment Equator forest hill Irish Sea landscape	clay climate zone environment equator erosion [within weathering] lake landscape loam mountain ocean peat polar settlement soil tropical valley	coastal condensation evaporation height humid hydroponics inland native/ indigenous natural disaster natural resources organic farming ox-bow lake polar precipitation spring [water] tropical	arid condensation continent delta deposition evaporation features flood plain ground water irrigation landscape meander mouth natural ox-bow lake precipitation river	Antarctic Arctic biomes canopy [trees] deforestation equatorial magma natural disaster natural resources subterranean tectonic plates tropical vegetation belts

				local London mountain North Pole North Sea Northern Ireland ocean river Scotland sea seasonal soil South Pole valley vegetation Wales	vegetation weather weathering	urban/ rural valley warm weathering/erosion	sea level sub-continent terrain vegetation belts water cycle	
Geographical map skills and fieldwork	globe local map place	above backwards left under forwards map	far globe journey left long narrow near right short wide	address aerial view behind distant East larger location North route smaller South West	compass diagram fieldwork latitude longitude Northeast Northwest political map relief map Southeast Southwest	contour distance grid reference hemisphere hemisphere	climate zones climate/ weather contour lines contours grid reference grid reference population scale [maps]	climate zones distance Equator Greenwich/Prime Meridian grid reference latitude latitude location longitude longitude minutes[location] Northern hemisphere Ordnance Survey population questionnaire scale Southern hemisphere survey symbols Time zone Tropic of Cancer

