

Geography Progression Map (Early Years)

Aspect of learning: Understanding the world	
30-50 months	
The World	<ul style="list-style-type: none"> • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment.
Technology	<ul style="list-style-type: none"> • Responds to photographs or digital media showing shared events/familiar people or places.
40-60 months	
The World	<ul style="list-style-type: none"> • To look closely at similarities, differences, patterns and change • Use parents' knowledge to extend children's experiences of the world. • Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them. • Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park. • Introduce vocabulary to enable children to talk about their observations and to ask questions
ELG	
People and communities	<ul style="list-style-type: none"> • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions
The World	<ul style="list-style-type: none"> • To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

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| | <ul style="list-style-type: none">• To notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.• Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice.• Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.• Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.• Children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. |
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Geography Progression Map (Years 1 -6)

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Knowledge	<p>The child knows about the local area and key landmarks e.g. the nearest local green space.</p> <p>The children to use an atlas to locate on a map four countries and capital cities of the UK.</p> <p>To identify a range of human environments, such as the local area and contrasting settlements and describe them and some activities that occurs.</p> <p>To make observations and describe the local area and the nearest green</p>	<p>To know about the local area, locate the key landmarks and start to recognise the human and physical geography.</p> <p>The children can use name, locate and identify the characteristics of the four countries and the capital cities if the UK and its surrounding seas on a map.</p> <p>To name and locate the seven continents and five oceans on a global atlas.</p> <p>To identify seasonal and weather patterns in the UK. The children can</p>	<p>Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. (E.g. In a group, make a locational map quiz or puzzle for their class to test knowledge of key points and lines on the globe.)</p> <p>Describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.</p>	<p>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, and west) and the names of nearby counties.</p> <p>Locate and describe some human and physical characteristics of the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers.)</p>	<p>To explain some ways a biome (including oceans) is valuable and under threat from human activity and how they can be protected.</p> <p>To identify an important environment issue and to explain several threats to wildlife habitat.</p> <p>To locate the UK's major urban areas, knowing their distinct characteristics and some of these have changed over time.</p> <p>To recognise broad land-use patterns of the</p>	<p>To locate some cities, countries and regions of Europe and North and South America n physical and political maps.</p> <p>To locate places studied in relation to the equator, the tropics of cancer and Capricorn, longitude and latitude and relate these to their time zones, climate, seasons and vegetation.</p> <p>To locate and describe physical environments in the UK e.g. coastal and how they have changed with a focus on how Liverpool has</p>

	<p>space.</p> <p>To talk about human environment and the local areas.</p> <p>To talk about a natural environment, naming its features using some key vocabulary.</p> <p>To talk about the day to day weather and some of the features of the seasons of their locality. Shows awareness that the weather may vary in different parts of the UK and in different parts of the world.</p>	<p>describe which continent has significant hot or cold areas and relate these to the pole and the equator.</p> <p>To identify a range of human environments, such as the local area and contrasting settlements (village and a city) and describe them and some of the activities that occur using key vocabulary.</p>	<p>Locate continent, country, county, city/where you live.</p> <p>Locate the UK's major urban areas; locate some physical environments in the UK.</p> <p>Recognize different natural features such as a mountain and river and describe them using a range of key vocabulary. (E.g. With support, make a working model of a volcano. Label it with the features of a volcano and describe an eruption.)</p>	<p>Locate some countries in Europe and North and South America on a map or atlas.</p> <p>Relate continent, country, state, and city. Identify states in North America using a map. (E.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA. Describe the route.)</p> <p>Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.</p>	<p>UK.</p> <p>To locate cities, countries and regions of Europe, North and South America on physical and political maps.</p> <p>To describe key physical and human characteristics and environmental regions of Europe and South America.</p> <p>To know and understand what life is like in cities and in villages.</p>	<p>changed.</p> <p>To locate the UK urban areas, knowing their distant characteristics and how these have changed over time. E.g. the longest or highest mountain (recap from year 4)</p>
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		<p>To make observations about, and describe the local area, the physical and human geography of Liverpool and a distant place (non-European country). Comparing how it is different and similar to their local place.</p>	<p>Describe how some physical processes can cause hazards to people.</p>	<p>Use simple geographical vocabulary to describe significant physical features and talk about how they change.</p>	<p>To understand how human activity is influenced by climate and weather.</p>	<p>To describe what the climate of a region is like and how plants and animals are adapted to it</p>
		<p>Locate countries in Europe, and North and South America on a map or atlas. Describe some European cities using an atlas.</p>	<p>Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p>	<p>To know and understand what life is like in cities and villages.</p>	<p>To describe some renewable and non-renewable sources.</p>	<p>To describe and understand a range of key physical processes and the resulting landscape features.</p>
		<p>Identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.</p>	<p>The child can recognise features and some activities that occur in different settlements using a range of key vocabulary.</p>	<p>Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p>	<p>To know where some of our main natural resources come from.</p>	<p>To understand how mountain ranges are formed.</p>
		<p>The child can recognise the main land uses within urban areas and the key</p>	<p>Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p>	<p>To understand that climate and vegetation are connected in an example of a biome e.g. tropical rainforest and the deserts.</p>	<p>To understand that animals and plants are adapted</p>	<p>To understand our food is grown in many different countries because of their climate. To relate climate to food production and to understand that our shopping choices have an effect on the lives of others.</p>
			<p>The child can recognise the main land uses within urban areas and the key</p>	<p>Identify and sequence a</p>		

<p>Geographical Skills and Enquiry</p>	<p>To locate places on a map of the local area using locational and direction language.</p> <p>To use aerial photos to identify features of a locality.</p> <p>To locate the features of a school group using a base map.</p> <p>To draw a simple map.</p> <p>To assist on keeping a weather chart using first hand observations using symbols.</p> <p>To use world map, atlas or globe to recognise and name some continents and oceans. Use</p>	<p>To use a UK map to locate the capital cities and the surrounding cities.</p> <p>To use a world map, atlas and globe to recognise and name all seven continents and five oceans.</p> <p>To describe a local area using simple compass directions and locational and directional language.</p> <p>To use aerial photos to identify physical and human features of a locality.</p> <p>To draw a simple map with a basic key of place showing landmarks.</p> <p>The child can</p>	<p>Using a map, locate the Ring of fire and other places where important events have happened.</p> <p>Use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.</p> <p>Use an atlas to locate where they live in the UK and the UK's major urban areas.</p> <p>Use a simple letter and number grid direction instructions up to four compass points. Use large-scale maps outside.</p> <p>Make a simple sketch map.</p>	<p>Use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.</p> <p>Use four-figure grid references.</p> <p>Give direction instructions up to eight compass points.</p> <p>Adeptly use large-scale maps outside. (E.g. follow a local river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references.)</p> <p>Use a map or atlas to locate some countries and cities in Europe or North</p>	<p>to the climate. To describe a climate and understand how animals and plants are adapted to it.</p> <p>To understand our food is grown in many different countries because of their climate.</p> <p>To use a range of maps to locate urban areas in the UK</p> <p>To make a sketch map with symbols.</p> <p>To use digital maps to identify human and physical features.</p> <p>To use four and six figure references.</p> <p>To use OS map symbols and atlas</p>	<p>To understand that products we use are imported as locally produced.</p> <p>To understand where our energy and natural resources come from.</p> <p>To use physical and political maps, atlases and computer mapping to describe some key physical and human characteristics of Europe or north and South America.</p> <p>To use globes and atlases to local places studied in relation to the equator, tropics of cancer and Capricorn and their longitude and latitude.</p>
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	<p>maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p>Locate the continents on a paper map.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features on a map</p>	<p>keep a weather chart based on first hand observations using pictures and symbols and represent this data.</p>	<p>Present information gathered in fieldwork using a simple graph and digital maps to identify familiar places.</p>	<p>America</p> <p>Use a map to locate some states of the USA.</p> <p>Make a map of a short route with features in the correct order and in the correct places.</p> <p>Present information gathered in fieldwork using simple graphs.</p> <p>Use the zoom function of a digital map to locate places. (E.g. Using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map.)</p>	<p>symbols.</p> <p>To use maps at different scales and to recognise that contours show height.</p>	<p>To use four figure and six figure references with ease and accuracy.</p> <p>Can describe high and slope from a map and the shape of the land from contour lines.</p> <p>To read and compare map scales- from large scale street maps to 1:50,000 maps .</p>
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Fieldwork

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment e.g. note taking, videoing, data collection, sketches, observations.</p> <p>Make an aerial plan/map of the school, drawing round different blocks</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 their 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, river, and shops.</p>	<p>Understand the 8 compass points and use them to explain/identify points on a map. Fieldwork ideas:</p> <p>Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds. Plan a tour of the school, which includes a map/plan of the school and the main geographical features you would see identified, with a key.</p>	<p>When studying rivers, walk down to the River Mersey. Talk about the trade route that this used to be and now. Children to make field notes/observational notes about the land there to be discussed at school when talking about the features of rivers. Children to take photos to support their notes.</p> <p>Look at the land use their now and compare this to how it would have been during Roman times</p>	<p>Children begin to experiment with and understand 4-6 figure grid references on maps.</p> <p>Fieldwork study on (area from school to county road)</p> <p>e.g. Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications :</p>	<p>Undertake a traffic survey of the local main road (county Road and by school) - tally counting, types of vehicle observed, 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>Collate the data collected and record it using data handling software to produce graphs and charts of the results.</p>

		<p>Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school.</p>	<p>Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features.</p> <p>Make an aerial plan/map of the school, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks).</p> <p>Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement</p>	<p>Make field notes/observational notes about land features.</p> <p>Take photographs to support findings e.g. showing different transport used in the area today which would not have been used during Roman times.</p> <p>Select a method to present the differences in transport in the area today.</p>	<p>Residential: houses, flats, hotels, hostels</p> <p>Retail: food, clothing, footwear, sports, toys, furniture, etc....</p> <p>Compare shops in the local area with the nearest city centre</p> <p>Professional/ Commercial: solicitors, banks, building societies, company offices etc....</p> <p>Entertainment/ Leisure: theatres and cinemas, public houses, restaurants, cafes</p>	<p>Ask Geographical questions e.g. how is traffic controlled? What are the main problems?</p> <p>Select methods for collecting, presenting and analysing data</p> <p>Analyse evidence and draw conclusions Form and develop opinions e.g. Do the pupils like/ dislike the road/ street</p> <p>With the children's help, design and carry out a survey of the views of people in the high street to find out what</p>
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<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Geographical Skills & Fieldwork</u>
<p><u>Seasons</u></p> <p>Autumn Spring Summer Winter Seasons/Seasonal</p> <p><u>Where we live</u></p> <p>Beach Environment River Sea City Factory Farm House Office Town Aerial view Atlas Bird's eye view Map Next to, far, behind, near, under Community</p>	<p><u>Liverpool</u></p> <p>Forecast Cliff Hill Landmarks Town Village Settlement Landmark Capital City</p> <p><u>Around the World</u></p> <p>Climate Flood Drought Equator Coast Ocean North Pole South Pole Forest Mountain Vegetation Port Continent Country</p>	<p><u>Earthquakes and volcanoes</u></p> <p>Active After shock Amplitude Ash cloud Core Crater Crust Dormant Eruption Extinct Faults Gases Hot spot Landslide Magma Magnitude Mantle Plate Tectonics Richter scale Ring of fire Tsunami Volcanic ash vent Latitude</p>	<p><u>UK Rivers</u></p> <p>Basin Current Dam Delta Erosion Floodplain Flow Meander Mouth Rapid/s Reservoir Source Stream Waterfall Tributary Watershed Waterway</p> <p><u>North America</u></p> <p>Time zone Prime/Greenwich meantime Latitude Longitude Equator North America</p>	<p><u>Biomes/climate zones</u></p> <p>Ecosystem Freshwater Global warming Grasslands Mediterranean Mountain Ice sheet High pressure Coral reef Coniferous/deciduous forest Tropical forest Savannah Time zone Prime/Greenwich meantime Human impact</p> <p><u>Natural Resources / Fossil Fuel</u></p> <p>Distribution Energy Minerals Globalisation</p>	<p><u>Trade</u></p> <p>Banking Economy Education Farming Finance Healthcare Industry Insurance Leisure Manufacture Pollution Retail Service industry Revolutionary</p> <p>Ordnance survey maps Ordnance survey</p> <p>Mountainous Time zone Prime/Greenwich meantime Population</p>	<p>To be recapped throughout every year group</p> <p>Coordinates Grid reference/s Key Compass points Route Scale Symbols</p> <p>Longitude Latitude</p>

Capital City Sea	Globe Grid reference Coordinate Scale Symbol United Kingdom	Longitude	Continent Tropics of cancer Tropics of Capricorn Climate Artic circle	Settlements Land use Population density Tourism Urbanisation Population distribution Push/pull factors	distribution Tourism Urbanisation Population density	
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