

## Geography Progression Map

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Location Knowledge and Place Knowledge</b>	<p>Understand the geography of their learning environment.</p> <p>Read stories set in different climates.</p>	<p>Understand the geography of their classroom and the school.</p> <p>Compare countries with different climates through stories.</p> <p>Identify local and London landmarks.</p>	<p>Understand the geography of the classroom, the school building and the local area (Kilburn).</p> <p>Understand similarities and differences of the human and physical geography of the UK (Kilburn) and Bangladesh, (Mongla).</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and surrounding seas.</p> <p>Name and locate the world's 7 continents and 5 oceans.</p>	<p>Name and locate geographical regions of the UK.</p> <p>Identify characteristics and key topographical features including hills, mountains, coasts and rivers.</p>	<p>Locate the world's countries, using maps to focus on Europe (including Russia): environmental regions, key characteristics, countries, and major cities.</p> <p>Understand similarities and differences of the human and physical geography of Greater London and Naples Bay, Italy.</p>	<p>Name and locate cities and counties of the UK and the geographical regions of the UK including hills, mountains and rivers or types of coasts.</p> <p>Know some of the world's countries, focusing on North America and concentrating on environmental regions, key characteristics, countries and major cities.</p>	<p>Know more of the world's countries, focusing on South America and concentrating on environmental regions, key characteristics, countries and major cities.</p> <p>Understand geographical similarities and differences of the human and physical geography of South East England and New York State.</p>
<b>Fieldwork</b>	<p>Observe their learning environment.</p>	<p>Observe their learning environment and the school grounds.</p>	<p>Observe the school and its grounds.</p> <p>Observe the streets around the local area.</p>	<p>Identify different physical and human features in the UK.</p>	<p>Use sketch maps to record some different types of land use in central London (local area)</p> <p>Record different regions of the school grounds.</p>	<p>Record observations on the banks of the river with sketch maps and photographs.</p> <p>Use sketch maps with detail, symbols, keys and annotations.</p>	<p>Use a range of geographical sources (archive maps, census, photographs and paintings) to demonstrate how a place has changed (Camden).</p>	<p>Use digital computer maps, take photos, notes and sketches (local area).</p> <p>Collect, analyse and communicate with range of data (raise questions).</p>
<b>Using Globes, Maps and Plans</b>	<p>Show world maps when reading stories from other places or learning about where animals live.</p>	<p>Introduce maps and globes when learning about stories from other places.</p>	<p>Use aerial photographs and maps of the school and the local area.</p> <p>Use a globe to identify the location of UK and Bangladesh.</p>	<p>Use globes, atlases and maps to identify the UK and its countries, capital cities and seas.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Introduce contour maps on Ordnance Survey maps.</p> <p>Understand the purpose of maps and use an atlas' index/ contents to find places.</p>	<p>Use 1:50.000 Ordnance Survey maps to plot the route of a river.</p> <p>Use maps to name and locate some of the countries in Europe, and identify physical and human characteristics, topographical features, and land-use patterns.</p>	<p>Use Ordnance Survey maps to look at the physical features of London on contour lines.</p> <p>Use atlases to locate towns and cities in the UK and some of the world's countries - focus on North America.</p>	<p>Use 1:10.000 and 1:25.000 Ordnance Survey maps to identify human and physical features of South East England and New York State.</p> <p>Locate some of the world's countries – focus on South America and interprets geographical information, including</p>

						Understand the need for a key and understand scale and distance.	Realise purpose, scale, symbols and style are related.  Understand time differences (time zones in North America)	maps, globes, aerial photographs and Geographical Information Systems (GIS).  Show the position and significance of Latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
<b>Map Work Skills</b>	Create journey sticks using objects found on the way.	Learn the concept North and South through stories.  Make simple maps of their classroom and the school.  Create journey sticks to show the route taken.	Introduce directional language including the 4 points of a compass.  Understand plan perspective.  Make a simple map and follow a simple route.	Use 4 points of a compass to describe the location of places in the UK.  Describe the location of features on a map.  Make a simple key.	Introduce the 8 points of a compass when describing the location of the 9 regions of England.  Introduce simple grids with letters and numbers and 4-figure coordinates to locate features in the local area.  Use aerial photos and satellite images of the UK coastline.	Use digital compass (8 points) to look around over 360 degrees from a point.  Use simple grids with letters and numbers and 4-figure coordinates to locate features of South East England and explain why these are useful.	Describe the location of the UK cities in relation to each other using the 8 points of a compass.  Align a map with route.  Is beginning to use smaller scale maps (Ordnance Survey).	Use the 8 points of a compass, symbols and key (on Ordnance Survey and sketch maps).  Understand and uses a 6 figure grid references to interpret OS maps.  Use Ordnance Survey maps at different scales.  Know directions in neighbourhood.
<b>Human and Physical Geography: Enquiry Skills and Communication</b>	Comment on the learning environment and how it changes.	Find similarities and differences between contrasting locations.	Identify human and physical features of the school and its grounds.  Identify human and physical features of the local area (Kilburn).  Identify human and physical features of	Identify human and physical features of the 4 capital cities of the UK.  Identify human and physical features of the 4 countries of the UK.	Identify key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.	Identify key aspects of physical geography, including rivers and mountains of the countries studied.  Explain volcanoes/ earthquakes in simple terms.	Describe types of settlement, land use, economic activity including trade links.  Describe distribution of natural resources including energy, food, minerals and water in the continents and countries they have studied.	Describe processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time.  Understands biomes and vegetation belts.

			small area in a contrasting non-European country (Mongla).	Identify seasonal and daily weather patterns.	Identify differences between places.	Describe the water cycle using a diagram.	Understand climate zones.	<p>Give a few reasons for the impact of geographical influences/ effects on people place or themes studied.</p> <p>Know the location of places of global significance, their defining physical and human characteristics and how they relate to one another.</p>
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