

Curriculum Progression Map for Geography



	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
EYFS Nursery	To identify the difference between school and home Talk about what they see and hear in their own environment (school/home) using an increasing vocabulary	To be able to explain the words – home, school, shop To experience a variety of geographical related books - The train ride - A walk in the park	To be able to talk about different weather seasons and the clothes we wear for each season	To experience a variety of geographical related books - We are going on a lion hunt - The squirrels busy year	To explore and talk about places they have been on holiday or to visit family – beach, caravan, train, aeroplane, hotel, abroad.	To experience a variety of geographical related books - Spot goes on holiday - What the ladybird heard on holiday
	Vocabulary: school, home, shop, park, inside, outside,		Vocabulary: Autumn, winter, Spring, Summer, rain, sunny, snow, ice, frosty, foggy, holiday, country, beach, globe, map, world		Vocabulary: beach, caravan, train, aeroplane, hotel, abroad,	
	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
EYFS Reception	To identify the difference between a house, flat or bungalow and say which they live in Can articulate what daily life is like in our country Talk about what they see in their own environment (school/home) using an increasing vocabulary	To know that we live in Hemel Hempstead which is in England To be able to explain the words – house, flat, bungalow	To be able to talk about different weather seasons To be able to talk about places they have been on holiday To explore globes and basic maps	To experience a variety of books set in different countries – discussing similarities and differences – adult naming country/continent We all went on Safari Lilo and the secret of rain My Granny went to Market Mr Men in Scotland	Explore and discuss things they see on routes to school, local walks – representing with photos/pictures creating picture maps of journeys To identify different geographical features – mountain, beach, ocean, forest, town, city, farm,	To understand some similarities and differences between our life in England and life in other countries from stories and non-fiction texts. The magic paintbrush We're roaming in the rainforest There is a map on my lap Henry's map
	Vocabulary: house, flat, bungalow, Hemel Hempstead, England, school, home, shop, post office, inside, outside,		Vocabulary: Autumn, winter, Spring, Summer, rain, sunny, snow, ice, frosty, foggy, holiday, country, beach, globe, map, world		Vocabulary: mountain, beach, ocean, forest, town, city, farm, same, different	

Year 1	Autumn Term – Our Local Area 1.1		Spring Term – The United Kingdom 1.2 prior learning to 2.2,		Summer Term – Our World - Polar regions 1.3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<p>To use basic geographical vocabulary to refer to key physical and human features. To use maps. To use locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment.</p>	<p>Know what is in the local area and how it can be represented on a map ensuring different features are in the correct place.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of my local area</p>	<p>I can name and identify the four countries and capital cities of the UK and surrounding seas.</p> <p>I can identify daily weather patterns in the UK and locally.</p> <p>I can use basic geographical vocabulary to refer to key physical and human features</p> <p>I can use basic geographical vocabulary to refer to key physical and human features in each of the four UK countries, including famous landmarks.</p>	<p>To have an understanding of vocabulary to describe weather</p> <p>To be able to explain 'physical' and 'human' features</p> <p>To know what a landmark is.</p>	<p>I can name and locate the world's 7 continents and 5 oceans</p> <p>I can locate and describe cold areas of the world in relation to the North and South Poles.</p> <p>To be able to name some fauna and flora of a set region (polar/local area regions)</p> <p>To be able to locate , explain the equator on a globe</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p>	<p>To be aware that the world is a sphere (globe)</p> <p>I can understand the difference between weather and climate.</p> <p>To understand the terms flora and fauna</p>
	Vocabulary: : hill, house, office, shop, map, local area, place, aerial view, road, path, school grounds, field, tree, key, symbol, north, east, south, west, near, far, left, right.		Vocabulary: country, capital city, United Kingdom, England, Scotland, Wales, Northern Ireland, Belfast, Cardiff, Edinburgh, London, North/Irish/Celtic Sea, English Channel, London Eye, Big Ben, Kelpies, Edinburgh Castle, Angel of the North, Conway Castle, Stonehenge, Durdle Door		Vocabulary: flora, fauna, polar bear, penguin, North pole, South pole, polar region, climate, weather, continent, ocean, Europe, North and South America, Asia, Africa, Oceania, Antarctica, Pacific, Indian, Southern, Atlantic, Arctic, equator	

Year 2	Autumn 2 - Towns and Countryside 2.1 Building on 1.1		Spring 2 - Kenya 2.2		Summer 2 - Around the world in 80 days (Asia Focus) 2.3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<p>To use basic geographical vocabulary to refer to key physical and human features.</p> <p>To use maps and atlases to identify areas in the United Kingdom.</p> <p>To use simple compass directions and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment.</p>	<p>Know geographical similarities and differences between towns, cities and countryside.</p> <p>Know key human and physical features.</p> <p>To identify where we live - town</p>	<p>To use maps, atlases and a globe to locate the UK and its countries.</p> <p>To use an atlas and globe with support to name and locate the world's 7 continents and 5 oceans.</p> <p>To identify different physical and human features of Kenya and England.</p> <p>To be able to identify different biomes in Kenya</p> <p>To be able to identify famous landmarks in England and Kenya.</p>	<p>To know that Kenya is a country in the continent of Africa.</p> <p>To know the capital cities of both Kenya and England</p> <p>To know and taste different foods from Africa – Yam, Biltong, mango, pineapple</p>	<p>To use maps, atlases and a globe to locate the UK and its countries as well as other regions/countries/continents studied.</p> <p>To know the 7 continents and oceans, identifying them on a map or globe</p> <p>To locate and describe hot areas of the world in relation to the Equator and the cold areas of the world.</p> <p>To identify and compare seasons and weather changes in Asia to England</p> <p>To identify different physical and human features of Asia.</p> <p>To devise a simple map; and use and construct basic symbols in a key.</p>	<p>To know the 7 continents and oceans, identifying them on a map</p> <p>To explore different flora and fauna in Asia</p>
	Vocabulary: hill, beach, cliff, coast, forest, mountain, sea, ocean, river, soil, valley, vegetation, house, office, shop, map, local area, place, aerial view, road, path, school grounds, field, tree, key, symbol, north, east, south, west, near, far, left, right, North, South, East, West		Vocabulary: continent, ocean, river, Europe, North and South America, Asia, Africa, Oceania, Antarctica, Pacific, Indian, Southern, Atlantic, Arctic, biome, desert, savannah, forest, Mount Kenya Lake Victoria, Yam, Biltong, mango, pineapple		Vocabulary: continent, ocean, Europe, North and South America, Asia, Africa, Oceania, Antarctica, Pacific, Indian, Southern, Atlantic, Arctic, compare, contrast, similar, different, monsoon, wet and dry seasons, river, mountain, coast, forest, flora, fauna, Panda, bamboo, tiger,	

Year 3	Autumn Term - All around Europe – similarities and differences to the UK 3.1		Spring Term - Settlements and Land use 3.2		Summer Term - Rivers (Local area) and the Water Cycle 3.3 building on 2.1,1.1	
	<p>To locate the world’s countries using maps concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To name and locate the Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>		<p>To describe aspects of human geography, including: settlements and land use</p> <p>I can use a range of resources to identify the key physical and human features of a location and how they may be beneficial to create a settlement</p> <p>To ask and answer geographical questions about the physical and human characteristics of a location and how they may have changed over time.</p> <p>To identify and locate counties and settlements in England using a six figure grid reference</p>	<p>I can explain the terms settlement and land use</p> <p>To be able to name some towns, villages, hamlets and cities within the UK.</p> <p>To know how different settlements got their names and meanings</p>	<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area (River Gade) using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>To locate rivers on a map, understanding keys and scales.</p> <p>To plot the main world rivers on a map</p> <p>To compare river data of both world rivers and local rivers.</p>	<p>To be able to explain the water cycle</p> <p>To know the key geographical features of a river, lake, reservoir.</p> <p>To know how humans benefit from rivers.</p> <p>To understand the devastation rivers can cause when flooded and climate impact from humans</p>
	Vocabulary: Europe, map, physical, human, country, city, atlas, globe, settlement, land use		Vocabulary: hamlet, village, town, city, Port, market town, resort, cathedral, facilities, settlement, location, counties, grid reference,		Vocabulary: United Kingdom, river, water, bank, bed, mouth, estuary, riverbed, meander, source, feature channel, streams, high ground, sea, tributary, widening, delta, valley, erosion, dam, reservoir, precipitation, River Gade	

Year 4	Autumn Term - Lake District 4.1		Spring Term – The Nicky Line (Local Area) 4.2 building on 3.3, 2.1, 1.1		Summer Term – Rainforests (South America) 4.3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including O.S. maps) to build their knowledge of the UK</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>To name and locate counties and cities of the UK, 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 aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography in a region of the UK.</p>	<p>To summarise the impact that people have on their environment and how they are trying to manage the environment (Nicky line used as green corridor).</p> <p>How the Nicky line is being managed to support conservation</p> <p>To interpret different maps for the Nicky line, looking at how its use has changed over time.</p> <p>To use field skills to analyse and collect data on different activities for the area, physical and human features.</p> <p>To explore/investigate the impact of littering</p> <p>To create their own map of a section of the Nicky Line.</p>	<p>To know the connection to our school name and the area of Yew Tree Wood</p> <p>To know and understand how the usage has changed over time.</p> <p>To know why the Nicky Line is not used for freight anymore</p>	<p>I can describe and give some reasons for geographical similarities and differences between the UK and the South American region (Brazil).</p> <p>To compare and contrast places where people live and give reasons for some differences.</p> <p>To explain how globes are divided into lines of latitude and meridian of longitude and that a time zone is identified using longitude. Understand term GMT.</p> <p>To give reasons why some features are as they are and ask, “What may this place be like in the future?”</p> <p>To read and interpret maps of Brazil and the Amazon forest</p>	<p>To know some of the flora and fauna related to the region.</p> <p>To be aware of some of the environmental challenges such as deforestation and it's effects.</p> <p>Read ‘The great Kapok tree’ and ‘The Sharman’s apprentice’</p>
	Vocabulary: atlas, globe, United Kingdom, grid reference, hills, mountains, coast, rivers, land use		Vocabulary: Nicky Line, Railway, rural landscape, urban settlements, hedgerow, canopy, leisure, transport link, meadow, wood,		Vocabulary: Brazil, flora, fauna, deforestation, South America, latitude, longitude, time zone, GMT, Amazon, region,	

Year 5	Autumn Term - North America 5.1		Spring Term – Taste the World (Trade links/distribution) 5.2		Summer Term – Mountains Himalayas Verses The Alps 5.3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<p>To identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropic if Capricorn, the Prime/Greenwich Meridian and time zones.</p> <p>To be able to describe key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains.</p> <p>To be able to describe 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>To use maps, atlases, globes and digital/computer mapping to locate</p>	<p>Know and locate the world's countries including North and South America and their key physical and human characteristics, countries and major cities.</p> <p>Know the significance of the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropic if Capricorn, the Prime/Greenwich Meridian and time zones.</p> <p>Understand geographical similarities and differences through the study of human and physical geography in North America.</p>	<p>I can collect and analyse statistics and other information in order to answer questions posed and draw clear conclusions about locations.</p> <p>I can name and locate the Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>To calculate food miles for familiar foods</p> <p>To use a variety of media to explore the chocolate/banana trade, mapping its journey from source to UK.</p> <p>To debate the ethics of certain trade routes.</p>	<p>To know the 7 continents and their location on a globe</p> <p>To understand the distribution of natural resources – gas, oil, coal</p> <p>To know the UK's highest value exports and imports</p>	<p>To use GPS (latitude longitude reference) to locate range of key locations in topic studied: e.g. mountains</p> <p>To identify contour lines on a map and how they depict height.</p> <p>To describe and understand key aspects of: -physical geography: mountains, (specifically tundra and ice sheets)</p> <p>To interpret Ordnance Survey maps, including using six-figure coordinates and scale</p> <p>To be able to locate the mountains in each country in the United Kingdom</p>	<p>To know that mountains are found in every continent of the world, even Antarctica and they are formed over millions of years by the folding, crumpling or uplifting of rocks which erode to form characteristic peaks.</p> <p>To understand why mountains are important economically</p> <p>To name some isolated mountains and mountain ranges,</p> <p>To understand that mountains are constantly being eroded by a variety of processes including weathering by ice, snow, rain and wind.</p> <p>To know that volcanoes are mountains too They differ from other mountains in being formed by an accumulation of their own material – ash, lavas, or volcanic 'bombs' thrown out of</p>

	countries and describe features studied.					the mouth of the volcano.
	Vocabulary: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, tropic of Capricorn, the Prime/Greenwich Meridian and time zones, climate zones, biomes and vegetation belts, rivers, mountains.		Vocabulary: export, import, trade, port, aeroplane, cargo train, transport, container ship, food miles, distribution, gas, oil, coal, supply chain, highest value export,		Vocabulary: Mountains, Alps, Himalayas, Urals, Rockies, Tundra, ice-sheets, volcano, ash, Snowdonia, Ben Nevis, Scarfell Pike, Mount Everest, Mount Blanc, Peak, Sir Ralph Fiennes, Edmund Hilary, Tenzing Norgay, longitude, latitude, contour lines, co-ordinates, scale	
Year 6	Autumn Term – Extreme Earth 6.1		Spring Term – Climate Change 6.2		Summer Term – Coasts (Isle of Wight) 6.3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	<p>To locate key physical and human characteristics.</p> <p>To describe and understand key aspects of volcanoes and earthquakes.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries, volcanoes and plate boundaries</p>	<p>Know where the world's countries are.</p> <p>Know what a volcano and earthquake is, where they commonly occur and why.</p> <p>To understand the devastation that be caused from earthquakes and volcanoes</p> <p>To understand and explain key vocabulary</p>	<p>To create maps of locations identifying patterns such as: land use, climate zones, population densities, height of land.</p> <p>To understand how human and physical processes interact to have an impact on landscapes (terrestrial and marine) both in terms of spatial variation and change over time.</p> <p>To discuss, debate and make decisions considering ethical, moral and cultural viewpoints. I can use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p>To describe how locations around the world are changing and explain some of the reasons for change</p> <p>To make connections and consider different perspectives, challenging</p>	<p>To have some knowledge of the effects of climate change on the world.</p> <p>To be aware of the UK'S and other counties pledges to combat climate change.</p> <p>To understand their and others role in the fight against climate change.</p>	<p>To use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p> <p>To identify physical features such as the parts of a coastline, explain the processes acting on them and how humans manage them.</p> <p>To create maps of locations identifying patterns such as: land use, climate zones, population densities, height of land.</p> <p>To use and devise maps and plans of localities studied that include keys, 6 figure grid references, a scale and a eight point compass rose</p> <p>To compare different geographical areas.</p>	<p>To know the difference between the coast, towns, cities, countryside etc.</p> <p>To have a knowledge of different map types and how to interpret</p>

			stereotypes and source provenance and bias. To collect and analyse statistics and other information in order to answer questions posed and draw clear conclusions about locations.			
	Vocabulary: volcano, earthquake, continent, tectonic plate, seismic shift. Vibration, earth’s crust, lava, crater, erupt, magma chamber, vapour, gas		Vocabulary: climate change, Greta Thunberg, interpret, analyse, moral, ethical, cultural, impact, pledge, sustainability, global warming, economic, environment, population, terrestrial, marine, coral reef, Great Barrier reef,		Vocabulary: hazards, environment, coastal erosion, , depositional landforms, cracks, stacks, caves, arches, bay, lagoons, headlands, cliff, beach, shingle beaches, sandy beaches, compass, scale, grid reference, population, climate	