



**Sproatley Endowed C of E Academy**  
Geography Progression Document 2020/21

# Geography Whole School Progression

## Key Stage One

Skills	EYFS	Year 1	Year 2
<b>Location Knowledge</b>	<p>ELG: Children know about similarities and differences in relation to places, objects, materials and living things</p> <p>Locate Africa on a map.</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Understand that a world map shows all the countries in the world – locate the countries where class members come from (If applicable)</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 – Australia perhaps?</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</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 (a different location to the one studied in year 1, possibly The Arctic?)</p>
<b>Place Knowledge</b>	<p>ELG: Children know about similarities and differences in relation to places, objects, materials and living things</p> <p>Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>Express own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country using Barnaby Bear/class bear.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides</p>
<b>Human and Physical Geography</b>	<p>ELG: [Children] talk about the features of their own immediate environment and how environments might vary from one another</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- Key physical features, including:, forest, hill, mountain, soil, valley, vegetation</li> </ul>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation</p> <ul style="list-style-type: none"> <li>- to the Equator and the North and South Poles</li> </ul>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port,</li> </ul>

	<ul style="list-style-type: none"> <li>- Key human features, including: city, town, village, factory, farm, house, office</li> </ul> <p>Be able to verbalise about similarities and differences between the features of the two localities.</p> <p>Ask questions about their environment and a contrasting environment e.g. Africa</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, inc:, forest, hill, mountain, soil, valley, vegetation.</li> <li>- key human features, inc: city, town, village, factory, farm, house, office.</li> </ul>	harbour and shop
<b>Geographical Skills &amp; Field work</b>	<p>Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.</p> <p>Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc. and use them to create memory maps to show the journey.</p> <p>Make a simple map.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</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.</p>	<p>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>Use simple compass directions (North, South, East and West) 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>
<b>Key Vocabulary</b>		<p>county, country, York, United Kingdom, globe England, Ireland, Scotland, Wales, continent, Africa, Asia, Europe, North America, South America, Antarctica, Oceania, Atlantic, Pacific, equator</p> <p>Identify, locate, key, change, develop, know, name, affect, transport, route, major, community, resident, traditional</p> <p>cliff, coast, forest, mountain, ocean, river, soil, valley, vegetation, season, city, town, village, hamlet, factory, farm, house, office, port, harbour, shop, tourist, tourism, weather, north east, south, west</p>	<p>county, country, York, United Kingdom, globe England, Ireland, Scotland, Wales, continent, Africa, Asia, Europe, North America, South America, Antarctica, Oceania, Atlantic, Pacific, equator</p> <p>Identify, locate, key, change, develop, know, name, affect, transport, route, major, community, resident, traditional</p> <p>cliff, coast, forest, mountain, ocean, river, soil, valley, vegetation, season, city, town, village, hamlet, factory, farm, house, office, port, harbour, shop, tourist, tourism, weather, north east, south, west</p>

## Key Stage Two

Skills	Year 3	Year 4	Year 5	Year 6
<b>Location Knowledge</b>	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia.</p> <p>Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains.</p> <p>Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian.</p> <p>Linking with science, time zones, night and day</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>Understand how these features have changed over time.</p>
<b>Place Knowledge</b>	<p>Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.</p>
<b>Human and Physical Geography</b>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science:</li> </ul>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</li> <li>- Types of settlements in modern</li> </ul>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</li> </ul>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</li> <li>- Distribution of natural resources</li> </ul>

	<p>rock types.</p> <ul style="list-style-type: none"> <li>- Human geography including trade links in the Pre-roman and Roman era.</li> <li>- Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</li> </ul>	<p>Britain: villages, towns, cities.</p>	<ul style="list-style-type: none"> <li>- Human geography including trade between UK and Europe and ROW</li> <li>- Fair/unfair distribution of resources (Fairtrade).</li> <li>- Types of settlements in Viking, Saxon Britain linked to History.</li> </ul>	<p>focussing on energy (link with coal mining past History and eco-power in D&amp;T)</p>
<b>Geographical Skills &amp; Field work</b>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>- Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>- Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>- Learn the eight points of a compass, four-figure grid references.</li> <li>- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>- Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</li> <li>- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>- Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</li> <li>- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<b>Key Vocabulary</b>	<p>Equator, Northern Hemisphere, Southern Hemisphere, Tropics of cancer and Capricorn, Arctic and Antarctic circle</p> <p>Locality, location, boundary, border, pattern, analyse, consists, data, define, estimate, evident, available, benefit, indicate, significant, orientation, region, currency, accommodation</p> <p>climate zones, biomes contour, height, valley, Prime/ Greenwich Meridian water cycle, climate, condensation, evaporation, environment</p>		<p>Longitude, latitude</p> <p>urban,rural, industrial, land use, sustainability, tributary, trade links, settlement, vegetation belts, rivers, mountains, volcanoes and earthquakes the erosion, deposition, transportation, headland, volcanoes, earthquakes, impact, negative, distribute, economy, source, resources, sustainable, global import/export, migration issue, percent, proceed, research, role ,survey</p>	