** St Albert’s Catholic Primary School Progression Map for Geography**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Understanding the World: People, Culture and Communities** | | | | | | | | | | | | | |
| **Nursery** | | | | | | **Reception** | | | | | | **End of EYFS** | |
| **Autumn**  **1** | **Autumn**  **2** | **Spring**  **1** | **Spring**  **2** | **Summer**  **1** | **Summer**  **2** | **Autumn**  **1** | **Autumn**  **2** | **Spring**  **1** | **Spring**  **2** | **Summer**  **1** | **Summer**  **2** |  |
| Where in the world project day: Our Local Area & Our Capital City  The Queens Hat | Where in the world project day:  Christmas Around the World  All kinds of people | Where in the world project day: China linked to Chinese New Year | Where in the world project day: France  Everybody Bonjour | Where in the world project day: India | Where in the world project day: Antarctica | Where in the world project day: Our Local Area & Our Capital City  This is London | Where in the world project day:  Christmas Around the World  My world your world | Where in the world project day: China linked to Chinese New Year | Where in the world project day: France  A walk in Paris | Where in the world project day: India | Where in the world project day: Antarctica | Children will:  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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. |
| **Understanding the World: The World** | | | | | | | | | | | | | |
| **Nursery** | | | | | | **Reception** | | | | | | **End of EYFS** | |
| **Autumn**  **1** | **Autumn**  **2** | **Spring**  **1** | **Spring**  **2** | **Summer**  **1** | **Summer**  **2** | **Autumn**  **1** | **Autumn**  **2** | **Spring**  **1** | **Spring**  **2** | **Summer**  **1** | **Summer**  **2** |  |
| Investigating Autumn – nocturnal animals, hibernation.  Owl Babies/Night animals (non-fiction) | Light and Dark – torches/shadows/day and night – linked to Diwali  Shubh Diwali /Binny’s Diwali | Investigating (changes of state) snow and ice/melting chocolate/dissolving jelly | Life Cycles  Butterfly  Tadpoles  Crunching munching caterpillar/ tadpoles promise | Our solar system  Forces – gravity/ friction/ magnets | Plants – sunflowers/Vincent Van Gogh | Investigating Autumn – nocturnal animals, hibernation.  Owl Babies/Night animals (non-fiction) | Light and Dark – torches/shadows/day and night – linked to Diwali  Shubh Diwali /Binny’s Diwali | Investigating (changes of state) snow and ice/melting chocolate/dissolving jelly | Life Cycles  Butterfly  Tadpoles  Crunching munching caterpillar/ tadpoles promise | Our solar system  Forces – gravity/ friction/ magnets | Plants – sunflowers/Vincent Van Gogh | Children will:  Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Begins to make sense of their own life-story and family history | Develop positive attitudes about the difference between people.  Know that there are different countries in the world and talk about the difference they have experiences or seen in photos. | Shows interest in different occupations  Talk about the difference between materials and changes they notice. | Understands key features of the life cycle of a plant and an animal. | Explores how things work  Explore and talk about different forces they can feel | Plant seeds and care for growing plants.  Begin to understand the need to respect and care for the natural environment and living things. | Talks about members of their immediate family and community.  Name and describe people who are familiar to them.  Comment on images of familiar situation in the past. | Draw information from a simple map.  Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and difference between life in this country and life in other countries. | Observe and interact with natural processes. | Explore the natural world around them and make observations – oral and drawings of what they see. | Compare and contrast characters from stories, including figures form the past.  Observe and interact with natural processes. | Explore the natural world around them.  Recognise some environments are different to the one in which they live. |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **GEOGRAPHICAL KNOWLEDGE**  **The UK and local area**  **The world and its continents** | The child can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. (E.g. Using information about food from different countries of the UK, locate them on a UK map. Prepare a ‘Great British Picnic’ using these foods)  The child can know about the **local area** and name key landmarks, e.g. the nearest local green space. (E.g. From a  vocabulary list of features of the local area, identify which are  human or physical. Describe these features.  The child can recognise and name some continents and oceans on a globe or atlas.  (E.g. Use the name of a continent when describing the location of the habitat of a significant animal.) | The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. (E.g. Using information about food from different parts of the UK, create a map showing where regional foods come from. Prepare a ‘Great British Picnic’ using these foods.)  The child can know about the **local area**, and name and locate key landmarks. (E.g. Create a vocabulary list of the human and physical features of the local area. Describe these features and locate them on a map using images or drawings.)    The child can name and locate the seven continents and five oceans on a globe or atlas.  (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a significant animal.) | The child can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.  The child can relate continent, country, county, city/where you live.  The child can locate the UK's major urban areas; locate some physical environments in the UK. (E.g. Use a copy of a map of the  British Isles and locate and label the main British rivers.)  The child can locate countries in Europe and North and  South America on a map or atlas.  The child can describe some European and North and South  American cities using an atlas.  (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.)  The child can use a globe and map to identify the position  of the Poles, the Equator, Northern Hemisphere and Southern  Hemisphere. 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.) | The child can 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, west) and the names of nearby counties.  The child can 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.)  The child can locate some countries in Europe and North and South America on a map or atlas.  The child can 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.)  The child can identify the position of the  Prime/Greenwich Meridian and understand the significance of **latitude and longitude**.  (E.g. In a group or individually, make a locational map game, quiz or puzzle for other children in their class to test knowledge and understanding of latitude and longitude.) | The child can locate and describe some physical  environments in the UK, e.g. coastal environments, the UK's  significant rivers and mountains.  The child can locate the UK's regions and major cities.  (E.g. Use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK.)  The child can locate some major cities and countries of  Europe and North and South America on physical and political maps.  The child can describe some key physical and human characteristics of Europe and North and South America.  (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Label the key countries, cities and mountains.)  The child can locate places studied in relation to the  Equator, Tropics of Cancer and Capricorn, and their **latitude** and  **longitude**. (E.g. Produce a world fruit map based around a world map locating  the origin of some fruits and relate this to latitude, longitude, the  Equator, the Tropics of Cancer and Capricorn, and climate.) | The child can locate and describe several  physical environments in the UK, e.g. coastal and  mountain environments, and how they change.  The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.  The child can recognise broad land-use patterns of the  UK.  (E.g. Use a blank map to create a 'Highest, longest,  biggest' challenge – locate the longest river and highest point of each country of the UK, as well as other categories the children develop on their own, e.g. waterfall, lake, city population.)  The child can locate cities, countries and regions of Europe and North and South America on physical and political maps.  The child can describe key physical and human  characteristics and environmental **regions** of Europe and  North and South America.  (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)  The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, **latitude and longitude**, and relate this to their time zone, climate, seasons and vegetation.  (E.g. Produce a world fruit map based around a world  map locating the origin of several fruits and relate this  to latitude, longitude, the Equator, the Tropics of Cancer  and Capricorn, the Arctic and Antarctic Circles and climate zone.) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **GEOGRAPHICAL UNDERSTANDING**  **Physical themes**  **Human Themes**  **Understanding places and connections**  **Map Skills** | The child can talk about the day-to-day weather and  some of the features of the seasons in their locality.  The child can show awareness that the weather may vary in  different parts of the UK and in different parts of the world.  (E.g. Prepare some questions about the weather to ask a person  who lives in one of the capital cities of the UK. Ask a peer who has  looked at a webcam or a weather forecast to answer these  questions. Make a simple comparison with the weather in your  area.)  The child can talk about a natural environment, naming  its features using some key vocabulary.  (E.g. Make a place in a box that shows the habitat of an animal.)  The child can talk about a human environment, such as the  **local area** or a UK city, naming some features using some key  vocabulary.  (E.g. From a number of world cities from different continents,  identify key features of a city from images or a video using a geography bingo card.)  The child can make observations about, and describe, the  **local area** and the nearest local green space.  (E.g. Make the first page of a ‘World Wonders’ book with some  reasons why their local area is wonderful, drawing on ideas from  the rest of the class. Use different colours to identify its physical  and human characteristics.)  G.1.5.3.b. The child can describe an aspect of the **physical and**  **human geography** of a distant place.  The child can show awareness of their locality and identify one or  two ways it is different and similar to the distant place.  (E.g. Complete a travel document to visit a place they have studied;  be supported in a role-play to explain why they wish to visit this  place.)  For instance:  Using maps  Use a simple picture map to move around the school  Use relative vocabulary such as bigger, smaller, like, dislike  Use directional language such as near and far, up and down, left and right, forwards and backwards  Map knowledge  Use world maps to identify the UK in its position in the world.  Use maps to locate the four countries and capital cities of UK and its surrounding seas  Making maps  Draw basic maps, including appropriate symbols and pictures to represent places or features  Use photographs and maps to identify features | The child can identify seasonal and daily  weather patterns in the United Kingdom.  The child can describe which continents have significant  hot or cold areas and relate these to the Poles and  Equator.  (E.g. Prepare some questions about the weather to ask  a person who lives in one of the capital cities of the UK.  Use a webcam or a weather forecast to answer these  questions. Make comparisons with the weather in your  area.)  The child can recognise a natural environment  and describe it using key vocabulary.  (E.g. Make a place in a box that shows the habitat of an  animal. It should label several aspects of the  environment including the landscape, food, weather.)  The child can identify a range of human  environments, such as the **local area** and contrasting  settlements, and describe them and some of the  activities that occur there using key vocabulary.  (E.g. From a number of world cities from different  continents, identify key features of a city from images  or a video using a geography bingo card. Using two of  the cities, draw two differences and two similarities to  the area in which you live.)  The child can make observations about, and  describe, the **local area** and its **physical** and **human**  **geography**.  (E.g. Make the first page of a ‘World Wonders’ book  with reasons why their local area is wonderful. Use  different colours to identify its physical and human  characteristics.)  The child can describe the **physical and**  **human geography** of a distant place.  The child can describe their locality and how it is  different and similar to the distant place.  (E.g. Complete a travel document to visit a place they  have studied; work with a peer in a role-play to explain  why they wish to visit this place, mentioning its physical  and human characteristics.)  For instance:  Using maps  Follow a route on a map  Use simple compass directions (North, South, East, West)  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  Map knowledge  Locate and name on a world map and globe the seven continents and five oceans.  Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles  Making maps  Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)  Use and construct basic symbols in a key | The child can describe the pattern of hot or cold areas of  the world and relate this to the position of the Equator and the Poles.  (E.g. Prepare a report, using a map and photographs, about an animal  they have chosen. This should contain details of the animal, where it  lives in terms of climate and what it eats.)  The child can recognise different natural features such as a  mountain and river and describe them using a range of key  vocabulary.  The child can describe the water cycle using simple vocabulary, and  name some of the processes associated with rivers and mountains.  (E.g. With support, make a working model of a volcano. Label it with  the features of a volcano and describe an eruption.)  The child can identify and sequence different human  environments, such as the **local area** and contrasting **settlements**  such as a village and a city.  The child can recognise features and some activities that occur in  different settlements using a range of key vocabulary.  The child can recognise the main land uses within urban areas and  the key characteristics of rural areas.  (E.g. Using Google Earth, atlases and images with support, research  some major cities in North and South America and identify how they  are different.)  The child can understand the basic **physical and human**  **geography** of the UK and its contrasting human and physical  environments.  The child can recognise that some regions are different from others.  (E.g. Research a coastal locality and make a travel agent style  presentation to a group of people to promote the human and physical  characteristics of the area.)  The child can recognise that there are physical and human  differences within countries and continents.  The child can show awareness of the physical and human  characteristics of a European **region** and a **region** in North or South  America.  (E.g. Using photos, information sheets and Google Earth, record  information about one city in North America and one in South  America. Compare these cities, identifying one difference and one  similarity.)  The child can describe how some physical **processes** can  cause hazards to people.  The child can recognise that there are advantages and disadvantages  of living in certain environments.  (E.g. Investigate the impacts of the 2011 Japanese earthquake using  images and internet research.)  For instance:  Using maps  Follow a route on a map with some accuracy  Locate places using a range of maps including OS & digital  Begin to match boundaries (e.g. find same boundary of a country on different scale maps)  Use 4 figure compasses, and letter/number co-ordinates to identify features on a map  Map knowledge  Locate the UK on a variety of different scale maps  Name & locate the counties and cities of the UK  Making maps  Try to make a map of a short route experiences, with features in current order  Create a simple scale drawing  Use standard symbols, and understand the importance of a key | The child can indicate tropical, temperate and  polar **climate zones** on a globe or map and describe the  characteristics of these zones using appropriate  vocabulary.  (E.g. Prepare a report, using maps and photographs, about  an animal they have chosen. This should contain details of  the animal, where it lives in terms of climate and biome,  and what it eats.)  The child can use simple geographical  vocabulary to describe significant physical features and  talk about how they change.  The child can describe a river and mountain environment  in the UK, using appropriate geographical vocabulary.  The child can describe the water cycle in sequence, using  appropriate vocabulary, and name some of the processes  associated with rivers and mountains.  (E.g. Make a working model of a volcano. Label it with the  features of a volcano and explain what happens when it  erupts.)  The child can identify and sequence a range of  **settlement** sizes from a village to a city.  The child can describe the characteristics of **settlements**  with different functions, e.g. coastal towns.  The child can use appropriate vocabulary to describe the  main land uses within urban areas and identify the key  characteristics of rural areas.  (E.g. Using Google Earth, atlases and images, research  several major cities in North and South America and  identify how they are different and similar.)  The child can understand the **physical and**  **human geography** of the UK and its contrasting human  and physical environments.  The child can explain why some regions are different from  others.  (E.g. Research a coastal locality and make a travel agent  style presentation to a group of people to promote the  human and physical characteristics of the area and how  they combine to form a unique environment.)  The child can describe and compare similarities  and differences between some regions in Europe and  North or South America.  The child can understand how the human and physical  characteristics of one **region** in Europe and North or  South America are connected and make it special.  (E.g. Using photos, information sheets and Google Earth,  record information about one city in North America and  one in South America and their surrounding areas.  Compare these cities, drawing out human and physical  characteristics. Identify differences and similarities.)  The child can understand how physical  **processes** can cause hazards to people.  The child can describe some advantages and disadvantages of living in hazard-prone areas.  (E.g. Investigate the causes and impacts of the 2011  Japanese earthquake using images and internet research.)  For instance:  Using maps  Follow a route on a large scale map  Locate places on a range of maps (variety of scales)  Identify features on an aerial photograph, digital or computer map  Begin to use 8 figure compass and four figure grid references to identify features on a map  Map knowledge  Locate Europe on a large scale map or globe,  Name and locate countries in Europe (including Russia) and their capitals cities  Making maps  Recognise and use OS map symbols, including completion of a key and understanding why it is important  Draw a sketch map from a high viewpoint | The child can understand that climate and vegetation are  connected in an example of a **biome**, e.g. the tropical rainforest.  The child can understand that animals and plants are adapted to the  climate.  The child can understand our food is grown in many different  countries because of their climate.  (E.g. Create a fruit map poster based around a world map using  several fruits and labelling their countries of origin.)  The child can describe some key physical **processes** and the  resulting landscape features, e.g. understand the characteristics of a  mountain **region** and how it was formed.  (E.g. Make a playdough model to show the formation of fold  mountains of the Alps in Europe and talk about what it shows.)  The child can know and understand what life is like in cities  and in villages.  The child can know the journey of how one product gets into their  home in detail.  The child can describe some renewable and non-renewable energy  sources.  The child can describe different types of industry currently in the **local**  **area**.  The child can know where some of our main natural resources come  from.  (E.g. Take part in a decision-making exercise selecting an energy  source to generate power for nearby houses.)  The child can understand how a **region** has changed.  (E.g. Produce a presentation showing how the site of the 2012 London  Olympic and Paralympic Games has changed.)  The child can know and share information about a  European region and a **region** in North or South America, and  understand that **a region** such as the Alps is unique.  (E.g. Design an app/webpage/leaflet for tourists to the Alps selecting  some information.)  The child can explain some ways a **biome** (including the  oceans) is valuable and under threat from human activity.  The child can understand how human activity is influenced by climate  and weather.  The child can understand hazards from physical environments such as  avalanches in mountain **regions**.  The child can identify an important environmental issue.  (E.g. Make an animation to show why the Amazon rainforest is  valuable and why it should be protected.)  Using maps  Compare maps with aerial photographs  Select a map for a specific purpose  Begin to use atlases to find out other information (e.g. temperature)  Find and recognise places on maps of different scales  Use 8 figure compasses, begin to use 6 figure grid references.  Map knowledge  Locate the world’s countries, focus on North & South America  Identify the position and significance of lines of longitude & latitude  Making maps  Draw a variety of thematic maps based on their own data  Draw a sketch map using symbols and a key,  Use and recognise OS map symbols regularly | The child can understand how climate and  vegetation are connected in **biomes**, e.g. the tropical  rainforest and the desert.  The child can describe what the climate of a region is like  and how plants and animals are adapted to it.  The child can understand how food production is  influenced by climate.  (E.g. Produce a world fruit map showing where the fruit  we eat is grown and the key aspects of the climate in these  locations.)  The child can describe and understand a range  of key physical **processes** and the resulting landscape  features.  The child can understand how a mountain **region** was  formed.  (E.g. Make a playdough model to show the formation of  fold mountains of the Alps in Europe and annotate it with  simple explanations of what it shows.)  The child can know and understand what life is  like in cities and in villages and in a range of **settlement**  sizes.  The child can understand that products we use are  imported as well as locally produced.  The child can explain how the types of industry in the area  have changed over time.  The child can understand where our energy and natural  resources come from.  (E.g. Prepare a presentation for a decision-making exercise  selecting an energy source to generate power for nearby  houses.)  The child can understand how a **region** has  changed and how it is different from another region of the  UK.  (E.g. Produce a presentation showing how the site of the  2012 London Olympic and Paralympic Games has  changed, including the views of local people.)  The child can know information about a **region**  of Europe and North or South America, its physical  environment and climate, and economic activity.  (E.g. Design an app/webpage/leaflet for tourists to the  Alps, selecting a range of information about the physical  and human environment.)  The child can explain some ways **biomes**  (including the oceans) are valuable, why they are under  threat and how they can be protected.  The child can understand how human activity is  influenced by climate and weather.  The child can understand hazards from physical  environments and their management, such as avalanches  in mountain **regions**.  The child can explain several threats to wildlife/habitats.  (E.g. Make an animation to show why the Amazon  rainforest is valuable and under threat, and why it should  be protected.)  Using maps  Follow a short route on a OS map  Describe the features shown on an OS map  Use atlases to find out data about other places  Use 8 figure compass and 6 figure grid reference accurately  Use lines of longitude and latitude on maps  Map knowledge  Locate the world’s countries on a variety of maps, including the areas studied throughout the Key Stages  Making maps  Draw plans of increasing complexity  Begin to use and recognise atlas symbols   |  | | --- | |  | |

|  |
| --- |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Geographical skills and enquiry**  **Field work** | |  | | --- | | Use basic observational skills  Carry out a small survey of the local area/school  Draw simple features  Ask and respond to basic geographical questions  Ask a familiar person prepared questions  Use a pro-forma to collect data e.g. tally survey  Sketching  Create plans and raw simple features in their familiar environment  Add labels onto a sketch map, map or photograph of features  Audio/Visual  Recognise a photo or a video as a record of what has been seen or heard  Use a camera in the field to help to record what is seen | | For instance:  Gather information  Ask geographical questions  Use a simple database to present findings from fieldwork  Record findings from fieldtrips  Use a database to present findings  Use appropriate terminology  Sketching  Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction  Audio/Visual  Select views to photograph  Add titles and labels giving date and location information  Consider how photo’s provide useful evidence use a camera independently  Locate position of a photo on a map | |  | | --- | | Gather information  Select appropriate methods for data collection such as interviews,  Use a database to interrogate/amend information collected,  Use graphs to display data collected  Evaluate the quality of evidence collected and suggest improvements  Sketching  Evaluate their sketch against set criteria and improve it.  Use sketches as evidence in an investigation. select field sketching from a variety of techniques  Annotate sketches to describe and explain geographical processes and patterns  Audio/Visual  Make a judgement about the best angle or viewpoint when taking an image or completing a sketch  Use photographic evidence in their investigations  Evaluate the usefulness of the images | |