



St Albert's Catholic Primary School Progression Map for Geography



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>GEOGRAPHICAL KNOWLEDGE</p> <p>The UK and local area</p>	<p>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)</p> <p>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.</p>	<p>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.)</p> <p>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.)</p>	<p>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.)</p>	<p>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.</p> <p>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.)</p>	<p>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.)</p>	<p>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.)</p>

<p>The world and its continents</p>	<p>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.)</p>	<p>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.)</p>	<p>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.)</p> <p>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.)</p>	<p>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, 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>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.)</p>	<p>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.)</p> <p>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.)</p>	<p>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.)</p> <p>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</p>
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						relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone.)
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<p>GEOGRAPHICAL UNDERSTANDING</p> <p>Physical themes</p>	<p>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.)</p> <p>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.)</p>	<p>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.)</p> <p>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.)</p>	<p>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.)</p> <p>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.)</p>	<p>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.)</p> <p>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.)</p>	<p>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.)</p> <p>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.)</p>	<p>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.)</p> <p>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.)</p>

Human Themes

<p>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.)</p>	<p>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.)</p>	<p>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.)</p> <p>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.)</p>	<p>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.)</p> <p>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.)</p>	<p>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.)</p> <p>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.)</p>	<p>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.)</p> <p>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.)</p>
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Understanding places and connections

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.)

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.)

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.)

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.)

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.)

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.)

Map Skills

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

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

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

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

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

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and enquiry Field work			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			

	<p>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</p>	<p>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</p>	<p>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</p>
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