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

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| **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 CityThe 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: FranceEverybody 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 CityThis 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: FranceA 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 DiwaliShubh Diwali /Binny’s Diwali  | Investigating (changes of state) snow and ice/melting chocolate/dissolving jelly  | Life Cycles Butterfly TadpolesCrunching munching caterpillar/ tadpoles promise | Our solar systemForces – 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 DiwaliShubh Diwali /Binny’s Diwali  | Investigating (changes of state) snow and ice/melting chocolate/dissolving jelly  | Life Cycles Butterfly TadpolesCrunching munching caterpillar/ tadpoles promise | Our solar systemForces – 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 occupationsTalk 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 workExplore 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.  |  |

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|  | **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 avocabulary list of features of the local area, identify which arehuman 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 theBritish Isles and locate and label the main British rivers.)The child can locate countries in Europe and North andSouth America on a map or atlas.The child can describe some European and North and SouthAmerican 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 positionof the Poles, the Equator, Northern Hemisphere and SouthernHemisphere. Locate the Tropics of Cancer and Capricorn, Arctic andAntarctic 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 thePrime/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 physicalenvironments in the UK, e.g. coastal environments, the UK'ssignificant 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 ofEurope 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 theEquator, Tropics of Cancer and Capricorn, and their **latitude** and**longitude**. (E.g. Produce a world fruit map based around a world map locatingthe origin of some fruits and relate this to latitude, longitude, theEquator, the Tropics of Cancer and Capricorn, and climate.) | The child can locate and describe severalphysical environments in the UK, e.g. coastal andmountain 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 theUK.(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 humancharacteristics and environmental **regions** of Europe andNorth 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 worldmap locating the origin of several fruits and relate thisto latitude, longitude, the Equator, the Tropics of Cancerand Capricorn, the Arctic and Antarctic Circles and climate zone.) |

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|  | **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 andsome of the features of the seasons in their locality.The child can show awareness that the weather may vary indifferent parts of the UK and in different parts of the world.(E.g. Prepare some questions about the weather to ask a personwho lives in one of the capital cities of the UK. Ask a peer who haslooked at a webcam or a weather forecast to answer thesequestions. Make a simple comparison with the weather in yourarea.)The child can talk about a natural environment, namingits 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 keyvocabulary.(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 somereasons why their local area is wonderful, drawing on ideas fromthe rest of the class. Use different colours to identify its physicaland 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 ortwo 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 thisplace.)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 dailyweather patterns in the United Kingdom.The child can describe which continents have significanthot or cold areas and relate these to the Poles andEquator.(E.g. Prepare some questions about the weather to aska person who lives in one of the capital cities of the UK.Use a webcam or a weather forecast to answer thesequestions. Make comparisons with the weather in yourarea.)The child can recognise a natural environmentand describe it using key vocabulary.(E.g. Make a place in a box that shows the habitat of ananimal. It should label several aspects of theenvironment including the landscape, food, weather.)The child can identify a range of humanenvironments, such as the **local area** and contrastingsettlements, and describe them and some of theactivities that occur there using key vocabulary.(E.g. From a number of world cities from differentcontinents, identify key features of a city from imagesor a video using a geography bingo card. Using two ofthe cities, draw two differences and two similarities tothe area in which you live.)The child can make observations about, anddescribe, the **local area** and its **physical** and **human****geography**.(E.g. Make the first page of a ‘World Wonders’ bookwith reasons why their local area is wonderful. Usedifferent colours to identify its physical and humancharacteristics.)The child can describe the **physical and****human geography** of a distant place.The child can describe their locality and how it isdifferent and similar to the distant place.(E.g. Complete a travel document to visit a place theyhave studied; work with a peer in a role-play to explainwhy they wish to visit this place, mentioning its physicaland 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 ofthe 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 animalthey have chosen. This should contain details of the animal, where itlives in terms of climate and what it eats.)The child can recognise different natural features such as amountain and river and describe them using a range of keyvocabulary.The child can describe the water cycle using simple vocabulary, andname some of the processes associated with rivers and mountains.(E.g. With support, make a working model of a volcano. Label it withthe features of a volcano and describe an eruption.)The child can identify and sequence different humanenvironments, 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 indifferent settlements using a range of key vocabulary.The child can recognise the main land uses within urban areas andthe key characteristics of rural areas.(E.g. Using Google Earth, atlases and images with support, researchsome major cities in North and South America and identify how theyare different.)The child can understand the basic **physical and human****geography** of the UK and its contrasting human and physicalenvironments.The child can recognise that some regions are different from others.(E.g. Research a coastal locality and make a travel agent stylepresentation to a group of people to promote the human and physicalcharacteristics of the area.)The child can recognise that there are physical and humandifferences within countries and continents.The child can show awareness of the physical and humancharacteristics of a European **region** and a **region** in North or SouthAmerica.(E.g. Using photos, information sheets and Google Earth, recordinformation about one city in North America and one in SouthAmerica. Compare these cities, identifying one difference and onesimilarity.)The child can describe how some physical **processes** cancause hazards to people.The child can recognise that there are advantages and disadvantagesof living in certain environments.(E.g. Investigate the impacts of the 2011 Japanese earthquake usingimages 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 andpolar **climate zones** on a globe or map and describe thecharacteristics of these zones using appropriatevocabulary.(E.g. Prepare a report, using maps and photographs, aboutan animal they have chosen. This should contain details ofthe animal, where it lives in terms of climate and biome,and what it eats.)The child can use simple geographicalvocabulary to describe significant physical features andtalk about how they change.The child can describe a river and mountain environmentin the UK, using appropriate geographical vocabulary.The child can describe the water cycle in sequence, usingappropriate vocabulary, and name some of the processesassociated with rivers and mountains.(E.g. Make a working model of a volcano. Label it with thefeatures of a volcano and explain what happens when iterupts.)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 themain land uses within urban areas and identify the keycharacteristics of rural areas.(E.g. Using Google Earth, atlases and images, researchseveral major cities in North and South America andidentify how they are different and similar.)The child can understand the **physical and****human geography** of the UK and its contrasting humanand physical environments.The child can explain why some regions are different fromothers.(E.g. Research a coastal locality and make a travel agentstyle presentation to a group of people to promote thehuman and physical characteristics of the area and howthey combine to form a unique environment.)The child can describe and compare similaritiesand differences between some regions in Europe andNorth or South America.The child can understand how the human and physicalcharacteristics of one **region** in Europe and North orSouth America are connected and make it special.(E.g. Using photos, information sheets and Google Earth,record information about one city in North America andone in South America and their surrounding areas.Compare these cities, drawing out human and physicalcharacteristics. 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 2011Japanese 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 areconnected in an example of a **biome**, e.g. the tropical rainforest.The child can understand that animals and plants are adapted to theclimate.The child can understand our food is grown in many differentcountries because of their climate.(E.g. Create a fruit map poster based around a world map usingseveral fruits and labelling their countries of origin.)The child can describe some key physical **processes** and theresulting landscape features, e.g. understand the characteristics of amountain **region** and how it was formed.(E.g. Make a playdough model to show the formation of foldmountains of the Alps in Europe and talk about what it shows.)The child can know and understand what life is like in citiesand in villages.The child can know the journey of how one product gets into theirhome in detail.The child can describe some renewable and non-renewable energysources.The child can describe different types of industry currently in the **local****area**.The child can know where some of our main natural resources comefrom.(E.g. Take part in a decision-making exercise selecting an energysource 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 LondonOlympic and Paralympic Games has changed.)The child can know and share information about aEuropean region and a **region** in North or South America, andunderstand that **a region** such as the Alps is unique.(E.g. Design an app/webpage/leaflet for tourists to the Alps selectingsome information.)The child can explain some ways a **biome** (including theoceans) is valuable and under threat from human activity.The child can understand how human activity is influenced by climateand weather.The child can understand hazards from physical environments such asavalanches in mountain **regions**.The child can identify an important environmental issue.(E.g. Make an animation to show why the Amazon rainforest isvaluable 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 andvegetation are connected in **biomes**, e.g. the tropicalrainforest and the desert.The child can describe what the climate of a region is likeand how plants and animals are adapted to it.The child can understand how food production isinfluenced by climate.(E.g. Produce a world fruit map showing where the fruitwe eat is grown and the key aspects of the climate in theselocations.)The child can describe and understand a rangeof key physical **processes** and the resulting landscapefeatures.The child can understand how a mountain **region** wasformed.(E.g. Make a playdough model to show the formation offold mountains of the Alps in Europe and annotate it withsimple explanations of what it shows.)The child can know and understand what life islike in cities and in villages and in a range of **settlement**sizes.The child can understand that products we use areimported as well as locally produced.The child can explain how the types of industry in the areahave changed over time.The child can understand where our energy and naturalresources come from.(E.g. Prepare a presentation for a decision-making exerciseselecting an energy source to generate power for nearbyhouses.)The child can understand how a **region** haschanged and how it is different from another region of theUK.(E.g. Produce a presentation showing how the site of the2012 London Olympic and Paralympic Games haschanged, including the views of local people.)The child can know information about a **region**of Europe and North or South America, its physicalenvironment and climate, and economic activity.(E.g. Design an app/webpage/leaflet for tourists to theAlps, selecting a range of information about the physicaland human environment.)The child can explain some ways **biomes**(including the oceans) are valuable, why they are underthreat and how they can be protected.The child can understand how human activity isinfluenced by climate and weather.The child can understand hazards from physicalenvironments and their management, such as avalanchesin mountain **regions**.The child can explain several threats to wildlife/habitats.(E.g. Make an animation to show why the Amazonrainforest is valuable and under threat, and why it shouldbe 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

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| **Geographical skills and enquiry****Field work** |

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| 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  |

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| 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  |

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