Geography Progression of Learning

Essence of subject: Understanding the world through human and physical features and the environmental impact humans have on the world Fluency: Sense of place and locational knowledge through map skills & field work							
In EYFS, children are supported to develop their understanding of the world and geographical knowledge through exploring and discussing the features of their own immediate environment. They then investigate different places as they begin to compare and contrast different environments, such as: home, school, the beach and the farm. The Early Years curriculum is sequentially planned to enable children to develop and build upon key skills and knowledge to ensure that they are ready to access the KS1 Geography curriculum.							
	Baseline	**First term in pre school**	**Penultimate term in pre school**	**End of pre school**	**End of term 1**	**End of term 2**	**End of term 3**
Two Year Olds	I can use all my senses in hands-on exploration of natural materials. I can begin to use pictorial maps for play e.g. a road map for cars, a farm map for animals.	I can point in the direction of features when asked. I can follow simple instructions to look or move in a certain direction. I can use pretend play and start to compare sizes between models and reality.	I enjoy drawing and mark – making. I can express ideas and feelings through making marks, and sometimes give a meaning to the marks I make.	I can begin to notice simple patterns. I can begin to use objects symbolically e.g. a banana for a telephone.			

Nursery			I enjoy drawing and mark – making. I can express ideas and feelings through making marks, and sometimes give a meaning to the marks I make.	I can begin to notice simple patterns. I can begin to use objects symbolically e.g. a banana for a telephone.	I can begin to understand that maps hold information in patterns and print. I can use maps for pretend play. I can make imaginary maps with marks that have meaning. I can use journey strings or sticks to record information on a route. I can recall the journey and sequence the event, using the string or stick as a map. I can talk about distance and know that some places are further away than others. I can begin to explore scale through small world play.	I can describe a familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind'. I can begin to use 'right and left' with increasing confidence. I can use some symbols as cues e.g. follow painted footsteps on a playground. I can use objects as symbols to represent other objects e.g. line of sticks as a road.	I can create closed shapes with continuous lines and begin to use these shapes to represent objects and features. I can draw maps using shape and purposeful mark making.
Reception					I can derive information from a simple map. I can use a simple plan map of the school grounds to find and/or mark in features. I can follow a simple route at a local scale,	I can point to the North and South Poles on a globe. I can use more complex directional language and right' and 'left'. I am beginning to use simple symbols on	I can recognise some features at a large scale, using aerial views. eg the cars in the car park, the school building. I can play simple digital games

					using familiar landmarks. I can use journey sticks or strings to create simple drawn maps. I can draw and create simple maps from memory about features and a familiar environment e.g. home, the school grounds.	maps to show features and journeys. I can recognise the use of symbols on maps and what they mean.	moving figures on a plan view e.g. of a room. I can start to gain knowledge of their own country and its features. I can zoom in to a map to find the school using a postcode. I can explain that you need to zoom out to see a larger area.

	Enquiry and Investigation	**Location and Place Knowledge**	**Human and Physical Geography**	**Geography Skills and Fieldwork**	**Geography Vocabulary**
Year 1	I can say what I like/dislike about our school grounds. I can ask questions about my locality e.g. why is this feature here? I can suggest how we could collect weather information. I can collect data about daily weather including: temperature, cloud cover, rainfall and wind speed.	I can name and locate the four countries and capital cities of the UK.	I can identify seasonal and daily weather patterns in the UK. I can identify hot and cold areas of the world in relation to the Equator and North and South Poles. I can use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,	I can follow directions: up, down, left, right, forwards and backwards. I can use a simple plan to follow a route. e.g. A route around the school or local area or his/her route from home to school. I can follow directions on a map: North, South, East, West I can draw a route showing features. I can draw around objects to make a plan.	<u>All Around Us</u> Burnside Primary School feature locality geography vocabulary physical Human beach cliff coast forest hill mountain sea ocean

	I can interpret weather data collected to create a block graph of rainfall. I can answer questions about the weather data collected (e.g. which day was the wettest/windiest/warmest? Which day was the best day to go to the beach/stay inside?)		vegetation, season and weather. I can use basic geographical vocabulary identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop.	I can draw maps of real life and made up places. I can create keys for symbols on my map. I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. I can use world maps, atlases and globes to identify the United Kingdom and its countries	river soil valley vegetation city town village factory farm house office port harbour shop up down left right forwards backwards near far plan aerial view side view route fieldwork key symbol map <u>Our UK</u> UK

					United Kingdom Newcastle Cramlington England London Wales Cardiff Scotland Edinburgh Northern Ireland Belfast country capital city compass North East South West direction atlas globe <u>Seasons and Weather</u> North Pole South Pole weather season seasonal data daily patterns temperature thermometer

					cloud cover rainfall rain gauge wind speed anemometer interpret block graph warmest coldest windiest wettest driest prediction forecast Equator Autumn Spring Summer Winter meteorology meteorologist extreme weather drought flooding heatwave blizzard
Year 2	I can ask questions about the places studied at KS1. I can collect information about my local environment. E.g.	I can explain geographical similarities and differences between an area of the UK and a non-European country (China).	I can use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean,	I can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.	All vocabulary from previous year <u>Local Area Enquiry</u> Brockwell Centre Home Bargains

	Using aerial maps and mapping software. I can identify features of the local area that I like/dislike. I can collect and sort information into tally and bar charts. I can interpret information that I have collected and reach a conclusion by thinking geographically	I can name and locate the world's seven continents and five oceans using globes, maps and atlases.	river, soil, valley, vegetation, season and weather. I can use basic geographical vocabulary to identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop.	I can use information books to compare the similarities and differences between places studied at KS1. I can use world maps, atlases and globes to identify continents and oceans.	Brockwell Seam Northumbrian Road digital mapping aerial photos landmarks postcode Ordnance Survey annotate amenities population questionnaire survey popular positive impact negative impact <u>China</u> Beijing China Asia similarities differences climate culture mountains border farming rice farming employed goods compare similarities differences

					<u>Continents and Oceans</u> Europe Africa Asia North America South America Oceania Antarctica Mount Denali South Mount Aconcagua Mount Elbrus Mount Everest Mount Kilimanjaro Mount Kosciuszko Mount Vinson River Nile River Yangtze River Murray-Darling River Volga River Amazon River Mississippi River Onyx Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean Southern Ocean continents countries ocean globe Atlas

					migration
Year 3	I can identify places that are significant to me using digital mapping software. I can relate my existing knowledge of coasts to new knowledge, e.g. by sharing experiences of coasts that I have visited and describing features I have seen. I can speculate how far our daily mile could take us and then use digital mapping software to collect evidence. I can generate ideas on how coastal erosion might be prevented. I can collect photographic evidence of how the coast at Blyth has changed over time and then describe these changes by thinking geographically.	I can locate world continents/countries with a focus on Europe, identifying key human and physical characteristics, countries and major cities. I can identify key topographical features (coasts), and understand how some of these aspects have changed over time	I 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 (France).	I can use maps, atlases, globes and digital/computer mapping to locate places/countries and describe features studied. I can use the eight points of a compass, I can use four-figure grid references, I can use symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world I can use fieldwork to observe, record and present the human and physical features in the local area using a range of methods, including digital technologies.	*All vocabulary from previous years* <u>OS Map Skills</u> Manchester Birmingham Leeds Glasgow Southampton Liverpool Newcastle Sheffield Cardiff Edinburgh annotation significant label NE SE SW NW mile distance route coordinates grid reference grid squares 4 figure orienteering <u>France</u>

					Western Europe Ireland France Iceland Spain Portugal Belgium Netherlands Denmark Switzerland Austria Germany Italy English Channel North Sea Mediterranean Sea Alps Mont Blanc Pyrenees Massif Central Jura Vosges River Seine River Rhone River Saone River Loire River Dordogne Bordeaux Brest Le Havre Lille Lyon Marseille

					Nantes Nice Paris Strasbourg Toulouse region Mediterranean climate Alpine climate <u>Coasts</u> Blyth North Sea coast erosion hydraulic action abrasion attrition weathering (solution/ chemical) caves arches stacks headland bay cliff transportation deposition beach longshore drift spit tombolos barrier islands field sketch

Year 4	I can speculate then describe what will happen to water as it falls on different surfaces in our local environment. I can plan how to research features that might be appealing to tourists. I can select information and explain why it would be relevant by thinking geographically. I can ask questions about volcanoes. I can search for information on a chosen volcano.	I can identify key topographical features (rivers), and understand how some of these aspects have changed over time I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	I can describe and understand key aspects of: physical geography, including rivers and the water cycle I can describe and understand key aspects of: physical geography, including volcanoes. I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.	I can use symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and digital technologies. I can use maps, atlases, globes and digital/computer mapping to locate places/countries and describe features studied.	*All vocabulary from previous years* <u>Rivers</u> River Thames River Medway River Tay River Clyde River Tyne River Mersey River Dee River Trent River Severn River Exe River Bann catchment area channel condensation evaporation precipitation confluence source mouth saturated meander waterfall ox bow lake valley delta <u>Northumberland</u> Great Britain United Kingdom

					British Isles North East North West Yorkshire and Humberside West Midlands East Midlands East Anglia South West South East Cumbria County Durham Tyne and Wear Northumberland Prudhoe Newbiggin-by-the-Sea Stakeford/ Guide Post Ashington Alnwick Ponteland The Cheviots Seaton Delaval Morpeth Cramlington Bedlington Amble Hexham Farne Islands River Coquet River Tyne River Tweed River Wansbeck River Aln River Blyth

					Berwick-upon- Tweed Northumberland National Park Holy Island Kielder Reservoir county border amenities tourism advantages disadvantages economic impact social impact environmental impact <u>Volcanoes</u> Ring of Fire Mount Vesuvius, Italy Mauna Kea in Hawaii, USA Mt St Helens, USA crust mantle inner core outer core plate tectonics convergent plate boundary divergent plate boundary subduction active dormant extinct shield volcano

					stratovolcano/ composite hot spot hot spot volcano lahar lava basaltic lava andesitic lava pyroclastic flow vent
Year 5	I can search for evidence of how Cramlington has changed since the 1950s using digital mapping software and historical maps. I can compare the physical and human features of Cramlington and describe how it has changed over time. I can speculate what Cramlington might look like in the future based on my research about sustainable cities. I can collect and sort information about	I can locate world continents/countries with a focus on Scandinavia, concentrating on their environmental regions identifying key human and physical characteristics, countries and major cities. I can locate land-use patterns of Cramlington and understand how some of these aspects have changed over time. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the	I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Glasgow), a region in a European country (Copenhagen). I can describe and understand key aspects of physical geography, including climate zones. I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including	I can use the eight points of a compass, I can use four and six-figure grid references, I can use symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and digital technologies.	*All vocabulary from previous years* <u>Mapping Skills</u> 6 figure grid references scale magnetic north control markers bearing housing industry leisure retail settlement hamlet New Town sustainable city energy resources recreation <u>Viking Voyagers</u>

	climate onto bar charts. I can interpret information to compare the climate of Copenhagen and Glasgow. I can search for information and reach conclusions about the best way to travel to Copenhagen.	Prime/Greenwich Meridian and time zones (including day and night).	energy, food, minerals and water		Scandinavia Denmark Copenhagen Sweden Stockholm Norway Oslo North Sea Baltic Sea Norwegian Sea Glasgow latitude longitude Prime/ Greenwich meridian time zones Northern Hemisphere Southern hemisphere tropical climate zone temperate climate zone warm climate zone cold climate zone annual <u>Where does our stuff come from?</u> USA Liberia Peru Turkey China India Europe

					trade import export highest-value export global supply chain primary secondary tertiary raw material developed country less economically developed country Fairtrade
Year 6	I can ask geographical questions about places/processes studied. I can collect and sort information about climate onto line and bar charts. I can interpret information to compare the climate of Manuas and London. I can plan how to research the issue of deforestation, analyse viewpoints and reach conclusions.	I can describe geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America. I can describe geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North America. I can locate the world's countries, concentrating on their environmental	I can describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, I can describe and understand key aspects of physical geography, including mountains. I can describe and understand key aspects of physical geography, including earthquakes.	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can record and present human and physical features using a range of methods, including graphs.	*All vocabulary from previous years* <u>The Amazon</u> South America Brazil Manaus French Guiana Suriname Guyana Venezuela Colombia Ecuador Peru Chile Argentina Bolivia Paraguay Uruguay

	I can generate ideas and questions based on photographic evidence of physical processes. I can search for information about earthquake preparedness in California and reach conclusions by thinking geographically.	regions, key physical and human characteristics, countries, and major cities, using maps to focus on a region within South America. I can locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, using maps to focus on a region within North America. I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. I can name and locate regions in the United Kingdom and their identifying human and physical characteristics including key topographical features such as hills and mountains,			Tropic of Cancer Tropic of Capricorn River Amazon Atlantic Ocean Pacific Ocean Southern Ocean afforestation biome rainforest tundra boreal/taiga forest coniferous temperate/ deciduous forest desert savannah grassland ice canopy emergent layer understory forest floor climate change indigenous <u>Mountains</u> Mount Snowdon Mount Everest K2 Kilimanjaro Mont Blanc Mount Aconcagua Mount Denali

					Rocky Mountains Sierra Madre Andes Alps Atlas Mountains Great Dividing Range Himalayas Altai Mountains Ural Mountains Zagros Mountains Trans-Antarctic Range Pennines Grampian Mountains Snowdonia Dartmoor Cumbrian Mountains Sperrin Mountains Ben Nevis Grass Fell Yestor Scafell Pike Sawell lee side altitude avalanche contour lines snow line tree line outcrop slope foot summit face

					fold mountains fault block mountains dome mountains hypothermia altitude sickness <u>Earthquakes</u> Folkestone, Kent Loma Prieta, California San Andreas Fault San Francisco North American Plate Pacific Plate foreshock main shock after-shock magnitude intensity focus epicentre Moment Magnitude/ Richter Scale Mercalli scale seismology seismogram seismic waves tremor P-wave S-wave transform boundary normal fault reverse fault strike slip fault
