

Progression in Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Progression of Knowledge and Skills Ladder for Geography- <i>the topics on a three year 'rolling programme' for Squirrels are-</i> Maps and Weather (ongoing), What a Wonderful World- local environment, Chocolate- non - European Country, Ilam in New Zealand, Mapping the Local Area			Progression of Knowledge and Skills Ladder for Geography- <i>the topics on a three year 'rolling programme' for Kingfishers are-</i> Mountains and Volcanoes, JCB, UK Cities, European Country Study, Field Work- National Trust, Water Cycle, North/South America, Our World		
Locational knowledge	Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	- Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'. - Understand that a world map shows all the countries in the world. - Identify the UK and the countries where members of the class come from.	- Name, locate and identify the characteristics of the 4 countries and capital cities of the UK	- Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate the countries of Europe, including Russia. - Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc.) - Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals and landmarks	- Understand the differences between the Northern and Sothern hemisphere - Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.	- Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate the countries of Africa. - Use 4 figure grid references to read maps - Make connections between the Equator and the tropics and Africa - Identify largest urban areas in Africa and the deserts/ plains etc. - Compare 2 different regions in Africa or rural/urban	- 6 figure grid references - Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
Place knowledge	Understanding the World (People and Communities) Children know about similarities and differences between themselves and others, and among families, communities and traditions.	- Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country	- Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country	- Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn - Compare a region of the UK with a volcanic region e.g. Identify similarities and differences between this region and a region of the UK	- A focus on biomes: a biome is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rainforest - Identify where some of these are on the map - Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America.	- Time zones - Environmental regions, key physical and human characteristics, major cities and national parks. Look at countries, hills, mountains, coasts. Choose 3 key areas of the UK and look at how land use has changed over time.	- On a world map locate the main countries in Africa, Asia and Australasia/ Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. - Children to be able to identify main capital cities/ oceans etc. - Understand the significance of Latitude and longitude.
Human and Physical Geography		- Identify the human and physical features of two localities studies. - Identify seasonal and daily weather patterns in the UK	- Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. - Identify the human and physical features of two localities studies.	- Study volcanoes- causes, effects etc.: • Locate places in the world • Communicate in different ways. • Draw diagrams, produce writing and use correct vocabulary. • Ask and answer questions about the effects of volcanoes. - Study how human geography has changed over time.	- Whilst studying history/ historical figures or groups, why did they choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How is that different today?	- Rivers and the water cycle including transpiration: • Use the language of rivers e.g. erosion, deposition, transportation • Explain and present the process of rivers. • Compare how river use has changed over time and research the impact of trade in history. • Research and discuss how water affects the environment, settlement, environmental change and sustainability. - Human geography including trade between the UK and Europe and ROW - Fair/ unfair distribution of resources (Fairtrade): ○ Identify trade links around	- Earthquakes/natural disasters- floods, tsunamis ○ Describe and explain the processes that cause natural disasters. ○ Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. ○ Study of Morden land and settlements pre and post war compared to modern day; compare and reflect. Draw conclusions and develop informed reasons for the changes.

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						the world based on a few chosen items e.g. coffee, chocolate, bananas. ○ Discover where food comes from. ○ Discuss and debate trade. ○ Investigate the facts and join in a reasoned discussion. ○ Generate solutions and promote ethically sounds trade.	
Geographical Skills and Enquiry		- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment e.g. note taking, videoing, data collection, sketches and observations	- Use fieldwork to develop knowledge and understanding of the school and local area. - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment- fieldwork in the local area/close proximity to the school e.g. the road, park, river and shops	- Understand the 8 compass points and use them to explain/ identify points on a map. - Fieldwork project: ○ Plan a tour ○ Map/ plan of the school and the main geographical features you would see identified, with a key. ○ Take digital photographs ○ Undertake environmental survey ○ Cording a changes and observations using a method of choice	- Children begin to experiment with and understand 4 figure grid references on maps - Fieldwork study- 2 weeks: ○ Design questions and studies to conduct in the local area. ○ Identify local features on a map and begin to experiment with 4 figure grid references, using them to locate and describe local features. ○ Undertake surveys. ○ Conduct investigations. ○ Classify buildings. ○ Use recognised symbols to mark out local areas of interest on own maps. ○ Choose effective recording and presentation methods e.g. tables to collect data. ○ Present data in an appropriate way using keys to make data clear. ○ Draw conclusions from the data.	- Look for evidence of past river use by visiting the locations - Make field notes/ observational notes about land/ river features. - Visit a river, locate and explain the features - Take photographs to support findings e.g. showing different transport used in the area today which would not have been used during Victorian times.	- Fieldwork/ traffic survey: ○ Undertake a traffic survey of the local main road- tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users (shopkeepers, children senior citizens, businesses). ○ Collate the data collected and record it using data handling software to produce graphs and charts of the results. ○ Ask geographical questions e.g. how is traffic controlled? What are the main problems? ○ Undertake a street/ noise survey of the local road/ high street. ○ Undertake a general survey of the local road/ high street: form and develop opinions e.g. do the pupils like/dislike the road/street? ○ Compare road with another busier/ quieter street/ road ○ Make suggestions and reflect own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment? ○ With the children’s help, design and carry out a survey of the views of people in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. Use local maps to find other routes traffic might take. ○ Report on the effects of the

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							environmental change on themselves and others Carry out a role-play where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. Select methods for collecting, presenting and analysing data. Analyse evidence and draw conclusions Be aware of own responsibility in the world
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