Geography - Progression Map

Overview of themes	F1	F2	KS1	LKS2	UKS2
Cycle A	**Autumn 1:** What does my world look like? **Spring 2:** What is the weather like around the world? **Summer 2**: Who are your local superheroes?	**Autumn 1**: What do you see when you are out and about? **Autumn 2**: What do people celebrate in our community? **Spring 1**: What do you find in the deep, dark woods? **Spring 2**: What can we find at the bottom of the garden? **Summer 1:** What hatches out of an egg? **Summer 2:** What is life like in other countries?	**Autumn 1**: Which direction would you take? **Autumn 2**: Could a zebra live in Mapperley? **Summer 2**: Where do pirates travel?	**Autumn 1:** Can we save the rainforest? **Spring 1:** Why is the Earth so awesome? **Summer 1 & 2:** What's the matter?	**Spring 1 & 2:** Where would you want to build a city?
Cycle B	**Autumn 1:** What does my world look like? **Spring 1:** How can we travel? **Summer 2:** Where can we go on holiday?	(F2 only have a 1 year cycle)	**Spring 1:** How can we protect the Arctic?	**Autumn 2:** Why visit Nottingham? **Summer 2**: Europe/holidays TBC	**Summer 1 & 2:** How do you survive extreme conditions?

Geography - Progression Map

EYFS

The most relevant early years outcomes for Geography are taken from the following area of learning: Understanding the World. This is separated into the three strands of past and present, people and cultures and the natural world. Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Before children can understand the wider world they need to understand THEIR world and the role they play in it.

Children at the expected level of development at the end of F2 (ELG) 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 maps
- 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.



Understanding the World EYFS F1	Knowledge covered	Skills covered
Autumn 1: What does my world look like? (cycle A and B) **Spring 2**: What is the weather like around the world? (cycle A) **Summer 2**: Who are your local superheroes? (cycle A) **Spring 1:** How can we travel? (cycle B) **Summer 2:** Where can we go on holiday? (cycle B)	• We should care for the environment, for example, rubbish needs to be put in the bin • The world has lots of different places within in • A globe is a 3D model of the earth, a map shows 2D images of places	• Show care for living things and the environment • Talk about places that they have been to, seen in photographs or books. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world. • Develop their sense of responsibility and membership of a community Develop positive attitudes about the differences between people. • Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories

Vocabulary
Building, community, house, landmark, park, road, school, shop, street, explore, photograph, walk, map, journey, route, local, map, globe, photograph, grid, road, environment, habitat, ocean, rainforest, desert, mountain, river, sea, weather, woodland, forest

Geography - Progression Map

Understanding the World EYFS F2	Knowledge covered	Skills covered
Autumn 1: What do you see when you are out and about? **Autumn 2**: What do people celebrate in our community? **Spring 1**: What do you find in the deep, dark woods? **Spring 2**: What can we find at the bottom of the garden? **Summer 1:** What hatches out of an egg? **Summer 2:** What is life like in other countries?	• Fieldwork includes going on walks and visits to collect information about the environment • We are part of a community. A community is a group of people who live together or share a space • Maps and plans represent areas and show their features, including roads • A place can be important because of its location, use, buildings or landscape. • A map is a picture or drawing of an area of land or sea • Globes (3D)and maps(2D) can show us the location of different places around the world • A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. • Other habitats include hot places such as the desert and cold places such as the arctic • Litter has a harmful effect on the areas where we live, work and play. People needs to put their rubbish into the bin and not throw it on the ground. • A farm is an area of land and its buildings. It is used for growing crops and rearing animals • A map is a picture or drawing of an area of land or sea.	• Discuss how the local environment has changed over time using photographs and first hand experiences • Take photographs, draw simple picture maps and collect simple data during fieldwork activities. • Discuss and describe places that are important to them • Make and use simple maps in their play to represent places and journeys, real and imagined. Describe how the weather, plants and animals of one place is different to another using simple geographical terms • Begin to notice and talk about the different places around the world, including oceans and seas • With support, observe, record and talk about materials and living things. • Observe and describe living things and their habitats within the local environment. • Describe ways to look after their immediate environment • Show an awareness of the similarities and differences between people in different communities and groups from around the world.
Vocabulary		
Journey, place, road, school, shop, street, town, sign, traffic light, church, mosque, gurdwara, playground, community, explore, map, place, route, feature, location, travel, city, town, village, earth, united kingdom, country, globe, mountain, ocean, forest, desert, sea, river, weather, change, construction, demolition, environment, local, old, recent, care, clean, improve, tidy		

Geography - Progression Map

Year 1 and 2	Locational knowledge	Place knowledge	Human & physical knowledge	Change & sustainability Human impact	Change & sustainability Personal viewpoint
Which direction would you take?	Mapperley is in Nottingham. The four countries of the UK are England, Scotland, N. Ireland and Wales. London, Cardiff, Edinburgh and Belfast are the capital cities of the UK.	Nottingham is a city. There are other cities in the UK. A city/town has good transport, more amenities and better services. A city / town can be expensive, very busy, packed with buildings and less green spaces.	A human characteristic (feature) is something that has been made or built by humans. A physical characteristic (feature) is something on the Earth that occurs naturally. A forest is a large area covered with trees. A hill is a natural raised area of land not as big as a mountain. A mountain is area of land higher than surrounding area. Soil is a layer in which plants grow. A valley is low area of land between hills or mountains where a river or stream runs. Vegetation is a group of plants found in the same location.	People spoil a place by leaving litter. People can improve a place by taking their litter with them and leaving things in their natural habitat.	Say what they like / don't like about their locality.

Geography - Progression Map

			A season is four divisions of the year: autumn, winter, spring, summer. Weather is day to day condition of the atmosphere. A city is a large town. A town is a built-up area bigger than a village. A factory is a group of buildings where things are made. A farm is used for animals and crops are grown. A house is where someone lives. An office is a place where someone works. A shop is a place where you buy something.		

Key Vocabulary
London, Cardiff, Edinburgh, Belfast, shop, office, house, farm, village, town, city, factory, weather, season, vegetation, valley, hill, mountain, forest, soil, atlas, globe, compass, north, east, south, west, human/physical features, key

Geography - Progression Map

Could a zebra live in Mapperley?	Zambia is a non-European country in the continent of Africa. Mugurameno is a village in Zambia.	Mugurameno is a village in the landlocked country of Zambia. The Equator is the hottest part of our planet. The Equator is an invisible line that runs around the centre of the Earth. Zambia is close to the equator and is hot. Houses in Mugurameno are made from local clay soil, houses in Mapperley are made from bricks.	Zambia is hot for most of the year. There is a dry season and a wet season. There are many national parks in Zambia where the land and its's wildlife is protected by the government. The River Zambezi is used for washing, fishing and watering crops. The River Trent in Nottingham is used for drinking water in several cities. A city is a large town. A village is a group of houses smaller than a town.		
Key Vocabulary					
Zambia, Mugurameno, non-European, Equator, city, house, town, River Trent, River Zambezi, season, weather					
Where do pirates travel?	The North Atlantic, Irish Sea, North Sea and English Channel are the four seas surrounding the UK The names of the seven continents are: Europe,		A beach is a pebbly or sandy shore especially by the sea. A cliff is a steep rock face especially at the edge of the sea.		

	Africa, South America, Asia, North America, Antarctica and Australia. The five oceans are: The Pacific Ocean, The Arctic Ocean, The Southern Ocean, The Atlantic Ocean and The Indian Ocean		A coast is an area where the sea and land meet. A sea is a body of saltwater smaller than an ocean. An ocean is a huge body of salt water. A river is a flowing stream of water which leads to the sea. A port is a place where boats can come and go to load and unload their supplies A harbour is a place on the coast, where water meets land, which is sheltered by walls.		
Key Vocabulary					
North Atlantic Sea, Irish Sea, North Sea, English Channel, Europe, Asia, Africa, North America, South America, Antarctica, Australia, Pacific Ocean, Arctic Ocean, Southern Ocean, Atlantic Ocean, Indian Ocean, harbour, port, beach, cliff, river, ocean, sea, coast, atlas, globe, key					
How can we protect the Arctic?	Spring, Summer, Autumn and Winter are our seasons. I know how the weather changes through the seasons.	The equator is the hottest part of our planet. The Equator is an invisible line that runs		We are burning fossil fuels such as coal, oil, and natural gas which releases carbon dioxide into the earth's atmosphere. This causes	

Geography - Progression Map

	Weather is a description of what the conditions are like in a particular place. How hot or cold a place is affects what plants or animals can live there	around the centre of the Earth. The North and South Poles are the places furthest away from the Equator – the coldest places		global warming and melting ice Trees absorb carbon dioxide so they're a brilliant way to fight climate change. Wasting energy and natural resources harms the planet – reduce, reuse, recycle.	
Key Vocabulary					
North Pole, South Pole, Equator, weather, season, summer, autumn, spring, winter, atlas, globe, compass, north, south, east, west, human features, physical features, global warming, carbon dioxide, fossil fuels, climate change					

Geography - Progression Map

Year 3 and 4	Locational knowledge	Place knowledge	Human & physical knowledge	Change & sustainability Human impact	Change & sustainability Personal viewpoint
Can we save the rainforest?	Rainforests are found near the equator in regions like South America, Africa, South-East Asia and Oceania.	Rainforests have four distinct layers. They are the forest floor, understory, canopy and emergent. Rainforests have a hot and humid climate with high rainfall throughout the year.		Rainforests are facing serious threats, primarily from deforestation due to logging, agriculture, and urbanisation. Deforestation has a devastating impact on the people and animals that call it their home, including loss of habitat and life. Rainforests are often referred to as 'the lungs of the Earth' as because they produce a significant amount of oxygen through photosynthesis. There are choices we can make to limit the impact we have on the rainforest e.g. buying different products and raising awareness.	There are different viewpoints on deforestation as logging, agriculture and urbanisation are part of our changing world.

Geography - Progression Map

Key Vocabulary					
Equator, South America, South-East Asia, Oceania, rainforest, layers, forest floor, understory, canopy, emergent, climate, rainfall, river, Northern hemisphere, Southern hemisphere, deforestation, logging, climate change, agriculture, urbanisation					
Why is the Earth so awesome?	The "Ring of Fire" is an area of the Pacific Ocean shaped like a horseshoe. It is home to 90% of the world's earthquakes and 75% of the world's volcanoes.		The Earth's crust is made up of different pieces, called tectonic plates. Tectonic plates fit together like a jigsaw and are moving at a rate of a few centimetres a year, in different directions and at different speeds. Sometimes tectonic plates lock together when they meet. This is called a plate boundary or a fault line. As tectonic plates move in different directions over long periods of time, friction causes energy to build up. It becomes so great that the energy is released, which creates a shock wave - an earthquake. A volcano is an opening in the Earth's crust. Ash, magma and gases escape from this opening.		Large earthquakes can have long-term effects on environments and the people who live there e.g. damaged and collapsed houses, loss of energy supply, lack of clean water and people being injured and killed. Many people choose to live close to volcanoes. Ash from a volcano is brilliant for farming and makes the ground extremely fertile.

			Volcanoes occur either at the unstable boundaries of tectonic plates or between plates where the crust is thin.		
Key Vocabulary					
Ring of fire, Pacific Ocean, (damaged) housing, farming (fertile), tectonic plate, plate boundaries, fault line, earthquake, volcano, Earth's crust, Equator, Northern hemisphere, southern hemisphere					
What's the matter?	The River Severn is the longest river in the UK. It is 220 miles, starting from the Cambrian Mountains (in Wales) down to the Bristol Channel and into the sea. The River Thames is 215 miles long and stretches across southern England, including through central London. In the UK, a mountain is defined as a physical feature of at least 600 metres in height. Any lower, and it's a hill. The Grampians are one of three mountain ranges in Scotland and occupy more than half of Scotland itself.		A river is a long flowing stream of water which travels across the land. Rivers usually begin high up on a hill or mountain and the water flows downhill under the force of gravity. Rivers grow larger as other streams or rivers feed more water into their channel. Tributaries are smaller rivers that join the main channel. A confluence is a place where one river feeds into another. The mouth of the river is the end and the water		

Geography - Progression Map

	Ben Nevis is the tallest mountain in the UK at 1344 metres high.		flows into the sea or a large lake. Rivers are an important part of the water cycle and responsible for transferring water to oceans. Human activity is a main cause of pollution in rivers and oceans, and of some increased flooding events. Flooding and drought can have catastrophic impacts on wildlife and people.		
Key Vocabulary					
River Severn, River Thames, Scotland, Grampian mountains, United Kingdom, Ben Nevis, river, tributaries, confluence, mouth, water cycle, evaporation, transpiration, condensation, precipitation, surface run-off, infiltration, flooding, drought					
Why visit Nottingham?	Nottingham is a city in the East Midlands region of the UK. A county is an area of a country that is larger than a city and has its own government to deal with local matters.		A human characteristic (feature) is something that has been made or built by humans. A physical characteristic (feature) is something on the Earth that occurs naturally.		

	There are 6 counties in the East Midlands. They are Nottinghamshire, Derbyshire, Leicestershire, Rutland, Lincolnshire and Northamptonshire. A city is an inhabited place of greater size, population, or importance than a town or village. Nottingham, Leicester, Derby and Lincoln are all cities in the East Midlands region. Sherwood Forest is a physical features of Nottingham. Nottingham Castle is a human feature of Nottingham.				

Key Vocabulary
Nottingham, East Midlands, Nottinghamshire, Derbyshire, Leicestershire, Rutland, Lincolnshire, Northamptonshire, Nottingham Castle, Sherwood Forest, City, Country, Four-figure grid reference, Ordinance survey map

Geography - Progression Map

Where can I go interrailing around Europe?	Europe is the continent the UK is located in. Russia is a country in Europe. The capital of France is Paris. The capital of Italy is Rome. The capital of Spain is Madrid. The capital of Germany is Munich. The capital of Poland is Warsaw. The capital of Greece is Athens. Greece has the longest coastline in Europe and is the southernmost country in Europe. The mainland has rugged mountain. The country is divided into three main regions: the mainland, islands and the peninsula. Mount Olympus (a physical feature) is Greece's highest mountain at 2,917 metres tall. Mount Olympus became the first National Park in Greece.	Athens is rich in sites of human and historical interest. Nottingham has a rich history. Greece, with its warm climate, varies landscape and location on the Mediterranean Sea, is a popular destination for tourists. The UK has a temperate climate. This means it has cold, wet winters and warmer, wet summers.			

	The Acropolis (a human feature) can be found in Athens. This is an ancient city built at the top of a hill.				

Geography - Progression Map

Key Vocabulary
Europe, United Kingdom, Russia, France – Paris, Italy – Rome, Spain – Madrid, Germany – Munich, Poland – Warsaw, Greece – Athens, The Acropolis, Mount Olympus, Coast, Mountain, Mainland, Island, Peninsula, Climate, Weather

Year 5 and 6	Locational knowledge	Place knowledge	Human & physical knowledge	Change & sustainability Human impact	Change & sustainability Personal viewpoint
Where would you want to build a city?	Brazil is the largest country in South America, bordered by all but Ecuador and Chile. Reykjavik is the capital of Iceland, a country in Europe. London is the capital city of England, the River Thames flows through the city of London. We split the globe into time zones using imaginary lines called meridians. They run from the North Pole to the South Pole, crossing lines of latitude. There are 24 time zones. Greenwich Mean Time (GMT) is the local mean time at the Royal Observatory in Greenwich, London. The	Weather looks at short-term changes in the atmosphere whereas climate describes weather in a specific place over a longer period of time. The UK has a temperate climate whereas Brazil has a tropical and subtropical climate. Iceland is located just below the Arctic circle, but has a moderate climate.	A port is a docking place for ships on the coast of the ocean, a river or lake. Trade is the activity of buying, selling, or exchanging goods or services between people, firms, or countries. The economy refers to how people spend money, and the way people make money. Natural resources are materials or substances (such as natural gas, coal, timber and wind) that are produced by the environment. Renewable resources are resources that we aren't going to run out of, no matter how much we use them (e.g. wind).		There are different viewpoints as to where is best to build a city given a number of factors such as: the socio-economic status of the country, transport and trade links, the weather and climate and geographical (human/physical) features.

	imaginary line splits the world into the Eastern and Western hemisphere.		Non-renewable resources are resources that we are using at a rate faster than they are forming.		
Key Vocabulary					
Europe, London, Iceland, Reykjavik, South America, Rio de Janeiro, Time zones, Greenwich mean time, port, transport, natural resources, economy, trade links, river, climate, weather, six-figure grid references, physical features, human features					
How do you survive in extreme conditions?	We use lines of latitude to find out how far north or south a place is. We use lines of longitude to find out how far east or west a place is. The region of Earth's surface that is closest to the Equator is called the tropics. The tropic of Cancer is an imaginary line that marks the northern edge, and the tropic of Capricorn marks the southern edge.	Weather looks at short-term changes in the atmosphere whereas climate describes weather in a specific place over a longer period of time.	A biome is an area of the planet that can be classified according to the plants or animals that live in it. The Savannah (near equator so hot all year round), Desert (dry and very little rainfall), Deciduous Forest (trees that lose their leaves), Temperate Grassland (cold winters, warm summers with some rain), Tropical Rainforest (hot, moist and rains all year), Tundra (extremely low temperatures and little precipitation) and Taiga (thick forests) are all types of biomes.	Climate change refers to the shift in the Earth's usual weather conditions over many years. Our world has been getting hotter because of the burning of fossil fuels, cutting down too many trees and over-farming. Climate change is the result of these actions.	

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			A vegetation belt is an area with distinct plant types determined by climate, soil, drainage and elevation.		
Key Vocabulary					
Latitude, longitude, Savannah, deciduous forest, temperate grassland, tropical rainforest, tundra, taiga, fossil fuels, climate change, vegetation, climate, weather, biomes, Equator, tropics, Cancer, Capricorn, hemisphere, Arctic, Antarctic					

Geography - Progression Map

	F1 & F2	KS1	LKS2	UKS2
Geographical Skills & Fieldwork	Know that an aerial view shows the school from above. Know how to draw information from a simple map. Know how to draw simple maps of the classroom, school grounds and familiar imaginary story settings.	**Year 1:** Know how to use world maps, atlases and globes to identify the United Kingdom and its countries. Know how to devise a simple map. Know how to use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment. Know how to use simple fieldwork techniques – take photos, add photos to digimaps in a group, add photos to a large paper map, use a simple recording technique to express their feelings about a specific explaining what they like or dislike about it. **Year 2:** Know how to use aerial photos to recognise landmarks and their basic human and physical features. Know how to devise a simple map and use and construct basic symbols in a key. Know how to use simple compass directions (North, South, East and West).	**Year 3:** Know how to use maps, atlases, and globes to locate several UK cities and the north and south Americas. Know how to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods – record geographical information on a map, questionnaires, field sketches, free hand maps and ways to present quantitative data. **Year 4:** Know how to use maps, atlases, globes and digital mapping to locate UK cities, several European countries and describe features studied. Know how to use some basic symbols and a key (including the use of a simplified Ordnance Survey map) to build their knowledge of the UK and wider world. Know the eight points of a compass. Know how to use four-figure grid references.	**Year 5:** Know how to use maps, atlases, globes and digital mapping to locate European countries and the north and south Americas and describe features studied. Know how to use the eight points of a compass with increasing independence. Know how to use four-figure grid references, symbols and a key to build their knowledge of the United Kingdom. Know how to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods – digital recordings, sampling techniques, collect, analyse and present quantitative data in comparative bar graphs. **Year 6:** Know how to use maps, atlases, globes and digital mapping to locate countries (European and world wide) and describe features studied. Know how to use six-figure grid references, symbols and a key to

		Know how to use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map. Know how to use simple fieldwork and observational skills to study the geography of their school and its grounds. Know how to use simple fieldwork techniques – draw a free hand map of the school grounds, marking information on a large scale plan, make annotated drawings to show variations, design a simple recording technique to express their feelings about a specific explaining what they like or dislike about it.	Know how to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods – field sketches, design and use a questionnaire, design and conduct interviews, collect, analyse and present quantitative data in charts and graphs.	expand their map skills to include non-European countries. Know how to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods – make models and annotated drawings to record observations, draw free-hand maps, record selected geographical data on a map or large scale plan, collect, analyse and present quantitative data in scatter and line graphs and use a transect to observe changes in buildings and land use.