

Geography Progression Document 2022

	Subject Specific Knowledge	Subject Specific Skills
Nursery	<ul style="list-style-type: none"> ● Know and use vocabulary ‘town’ and ‘forest’ ● Name the parts of a tree ● Know that ‘where’ refers to a place ● Vocabulary - river, bridge, cave, meadow, mountain, hillside ● Know I live in The World, England, and by the coast. ● Different places around the world may have different features ● I know what litter is <p style="color: blue;">Key Vocabulary: Town, forest, roots, trunk, bark, branches, twigs, leaves, river, mountain, hillside, bridge, meadow, river, buildings, roads, world, England, coast, countries, weather, journey, map</p>	<ul style="list-style-type: none"> ● Describe and name features of towns and forests ● identify the main parts of a tree - roots, trunk, bark, branches, twigs, leaf ● Answer ‘where’ questions related to familiar stories or own experiences ● Join in class celebrations for Holi and talk about their own experience ● Re-enact journeys in stories through play ● Talk about ways in which the coast is special ● Make simple comparisons between where we live and places in stories, non-fiction texts and film clips ● I can talk about how humans can change their environments, related to experiences and stories
Reception	<ul style="list-style-type: none"> ● That real places can be represented by maps and models ● Names for rooms and parts of buildings - own home and familiar buildings ● Know ‘Diwali’ is a celebration ● Know names of special times such as ‘New Year’ and ‘Chinese New Year’, ‘Burns’ Night” ● Know season names ● Know vocabulary - ‘natural’, ‘man-made’ <p>ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on own experiences and what has been</p>	<ul style="list-style-type: none"> ● Talk about maps and models that show places, buildings and features of our local area ● Describe own home and special places using subject-specific vocabulary ● Can talk about and describe how people around the world celebrate Diwali ● Talk about special times and traditions - New Year, Chinese New Year, Burns’ night. ● Describe and re-enact traditions ● Describe seasonal changes in plants and animals throughout the year. ● Describe differences and similarities between places around the world

	<p>read in class.</p> <p>Key Vocabulary: Celebration, Diwali, 'New Year', 'Chinese New Year', 'Burns' Night", season, spring, summer, autumn, winter, 'natural', 'man-made', lighthouse, dome,</p>	<ul style="list-style-type: none"> Describe natural and man-made beach detritus and know the dangers of man-made rubbish <p>ELG - Describe their immediate environment using knowledge from stories, discussion, non-fiction texts and maps.</p> <p>ELG - 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</p>
<p>Year 1</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> Identify the difference between a country and a continent, sea and a river on a map Name and locate of the four countries and capital cities of the United Kingdom <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical features of their local area through studying the human and physical geography. Compare similarities and differences to other parts of their local area. (e.g. coast vs Rising Sun Country park) Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to and identify the main features of: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, sea , river, season and weather 	<p>Ask simple geographical questions.</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p> <p>Use simple maps to name, locate and identify characteristics of UK countries and capital cities.</p> <p>Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes.</p> <p>Use simple maps and plans with keys and symbols of their school and surrounding area.</p> <p>Use vocabulary of everyday geographical terms *</p> <p>Describe seasonal weather changes</p> <p>Can identify and talk about changes that are happening in their local environment e.g. at school</p> <p>Compare what is the same and different from pieces of information about two places</p>

	<ul style="list-style-type: none"> - human features, of where you may live including: city, town, village and house 	
Year 2	<p>Locational knowledge</p> <ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (North East), and of a small area in a contrasting non-European country (North East USA) ** to link with railways and the Baltimore / Ohio railroad - first railroad in America. - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Identify the features of rivers, valleys and mountains - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles. 	<p>Observe and describe similarities and differences using geographical vocabulary and terms.</p> <p>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.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational language and directional language e.g. near and far, left and right to describe the location of features and routes on a map.</p> <p>Use aerial photographs to devise a simple map with keys and symbols to identify landmarks and human and physical features.</p> <p>Use a wide variety of geographical terms to refer to key physical and human features *</p> <p>Understand geographical similarities and differences through studying the human and physical geography.</p>

- Compare what is the same and different when comparing two areas and more than one piece of information

Use basic geographical vocabulary to refer to and know the main features of:

- key physical features, including: forest, hill, mountain, ocean, river, soil, valley, vegetation, season and weather key
- Human features, relating to land use: factory, farm, house, office, port, harbour and shop

<p>Year 3</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> - Locate major European countries, using maps to focus on Europe (including the location of Russia) concentrating on countries, and major cities - Name and locate local counties and major cities of the United Kingdom, geographical regions and identifying human and physical characteristics - Identify the position and significance Equator, Northern Hemisphere, Southern Hemisphere, - Explain weather conditions/patterns around the UK and parts of Europe. - Identify human and physical features that have impacted where humans have settled - Identify the similarities and differences between human and physical geography and how these may change <p>Place knowledge</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Scotland), and region in a European country (Italy) <p>Human and Physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> - Volcanoes and earthquakes - Human geography, including: types of settlement and land use, 	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary;</p> <p>Use field work and observational skills to create detailed fieldwork sketches and diagrams.</p> <p>Use fieldwork instruments e.g. camera, rain gauge.</p> <p>Ask and respond to geographical questions e.g Describe the landscape. Why is it like this? How is it changing? What do you think about that?...</p> <p>Use world maps, atlases and globes and digital/computer mapping</p> <p>Explore the features on OS maps using four figure grid references</p> <p>Use the 8 points of a compass</p> <p>Make plans and maps using symbols and keys</p> <p>Use a wide variety of geographical terms to refer and identify key physical and human features appropriate to topic studied *</p>
<p>Year 4</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - Identify the position and significance (including 	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary; contour, height,</p>

	<p>weather and temperature) of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <ul style="list-style-type: none"> - Locate the world's largest and most populous countries (e.g. USA, Canada, Australia, India, China), using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions and key physical and human characteristics, - Name and locate counties that surround our wider area (e.g. Lancashire, Yorkshire) and large cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), - Identify human and physical features that have impacted where humans have settled and why - Explain the similarities and differences between human and physical geography and how these may change <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> - Rivers, mountains and the water cycle - Types of settlement and land use <p>Place knowledge</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and 	<p>valley, erosion,deposition, transportation, headland,volcanoes, earthquakes.</p> <p>Can ask, respond and draw conclusions to geographical questions</p> <p>Explore the features on OS maps using six figure grid references</p> <p>Use world maps, atlases and globes and digital/computer mapping</p> <p>Draw accurate maps with more complex keys</p>
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	<p>physical geography of a region of the United Kingdom (Cumbria to fit water cycle water cycle), a region in a European country (Denmark - West Coast)</p>	
Year 5	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night) - Name and locate counties in middle and southern England and smaller cities of the United Kingdom and land-use patterns; - Locate the world's countries (focussing on 	<p>Understand and use a widening range of geographical terms e.g</p> <p>Use fieldwork to observe, measure, record human and physical features in the local area using a range of methods, inc. sketch maps, plans, graphs and digital technologies.</p>

	<p>commonwealth countries, North and South America)</p> <ul style="list-style-type: none">- Understand weather patterns around the world, relating these to climate zones and how this has impacted on the land.- Understand how climate zones and the distribution of natural resources have impacted on where humans have settled and why- Explain how different human and physical features have impacted the geography of the land and how this has changed over time.- Compare the similarities and differences between human and physical geography <p>Human and physical geography</p> <ul style="list-style-type: none">- Describe and understand key aspects of:<ul style="list-style-type: none">- Climate zones- The distribution of natural resources including energy, food, minerals and water <p>Place knowledge</p> <ul style="list-style-type: none">- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (London), a region in a European country, (Greece - Athens)	<p>Explore the features on an OS map using the 8 points of a compass and four and six figure references, symbols and key to build his/her knowledge of the UK and the wider world.</p> <p>Use world maps, atlases and globes and digital/computer mapping</p>
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Year 6	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - Use their knowledge of: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) to support geographical skills - Name and locate counties in Scotland, Wales and Northern Ireland and recap cities of the United Kingdom and land-use patterns and understand how some of these aspects have changed over time 	<p>Understand and use a widening range of geographical terms.</p> <p>Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods, inc. sketch maps, plans, graphs and digital technologies.</p> <p>Use world maps, atlases and globes and digital/computer mapping to locate where countries are around the world and describe their features.</p> <p>Use the 8 points of a compass and four and six figure</p>

	<ul style="list-style-type: none"> - Locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, - Understand and explain weather patterns around the world and relate these to vegetation belts and biomes - Understand how vegetation belts, biomes, economic activity and trade links have impacted on where humans have settled and why - Using human and physical characteristics, explain and analyse why humans have settled in certain places and compare these to other parts of the world. - Analyse how different human and physical features have impacted the geography of the land and how this has changed over time. - Demonstrate the similarities and differences between human and physical geography <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> - Biomes and vegetation belts - Economic activity including trade links <p>Place knowledge</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and physical geography of a region of the United 	<p>references, symbols and key (including the use of OS maps) to build his/her knowledge of the UK and the wider world.</p>
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	Kingdom (England South coast) and a region within the Americas (Central America and the Amazon)	
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