

Mount Charles School
Geography Progression Map

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum strand Locational Knowledge	Knowledge	<p>Comment and ask questions about aspects of their familiar world.</p> <p>Know that there are different countries in the world & talk about the differences they have experienced or seen in photos.</p> <p>Observe, find out about and identify features in the place they live and in the natural world.</p> <p>Find out about their environment and talk about those features they like/dislike.</p> <p>Express opinions on natural and built environment.</p>	<p>To know the county, country and continent I live in.</p> <p>To know the 4 countries of the UK and their capital cities.</p> <p>To know the seas/oceans that surround the UK.</p> <p>To know the world's 5 oceans and 7 continents.</p> <p>To know there are hot and cold areas and hot and cold countries.</p>	<p>To know that there are hot and cold places in relation to the equator and the poles.</p>	<p>To name key rivers in the UK.</p> <p>To know the location and characteristics of volcanoes.</p>	<p>To recap the oceans and the continents. To know the location of the Northern and Southern Hemisphere</p> <p>To identify the Tropics of Cancer and Capricorn and relate them to the oceans.</p> <p>To know the location of Europe and name 6 European countries and capital cities.</p> <p>To explore and locate the UKs highest mountains.</p>	<p>Understand the significance of Prime Meridian.</p>	<p>Recap the position of longitude and latitude and the equator.</p> <p>Understand the word 'climate zone'</p> <p>Understand the impacts of global warming.</p> <p>Locate South America on the map.</p> <p>Located the countries and capital cities of South America</p>

		Recognise some environments that are different to the one in which they live.						
	Skills	Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.	To locate and recognise Cornwall on a map. To locate the seas/oceans around the UK on a map. To locate the oceans and continents on a map. To recognise the shapes of the continents. To identify the seasons and know the key weather in the UK.	To identify the equator and the North and South Pole on a map.	To locate rivers in cities in the UK and different countries on a map.	To identify the Northern and Southern Hemisphere and their relationship with the equator To identify the Tropics of Cancer and Capricorn on a map and explain the oceans and continents they cross. To use maps and atlases to locate the countries in Europe and their capital cities.	Identify the position of longitude, latitude and recap Tropics of Cancer and Capricorn. To identify different counties in England.	Identify the various lines on a world map (recapping from previous year groups) and identify different climate zones. Identify different biomes on a map.
National curriculum strand Place Knowledge	Knowledge	Talk about some of the things they have observed in different places. Comments & asks question about aspects of their familiar world.	To know the geographical features of a UK forest and the Savannah.	To know that places can change over time. To compare the geographical similarities and differences between where we live and a hot country (Asia).	To explore how places have changed overtime due to changes in their geographical features.	To explore the geographical similarities and differences of Cornwall and Italy (focus on Rome)	To locate regions of the UK and know their key physical characteristics and topographical features.	Look at the physical geography of Antarctica (the Antarctica biome) To understand the physical geography of Brazil.

		Observe and identify features in the place they live and the natural world. Recognise some similarities & differences between life in this country & life in other countries.						
	Skills	Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park. Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'	To compare the geographical features of a UK forest and the Savannah.	To compare changes in local area and London.	To compare the geographical similarities and differences of a UK river and the Amazon.	To compare the geographical similarities and differences, through the study of human and physical features, of Cornwall and Rome	To compare and contrast similarities and differences of local area and contrasting region.	Compare and contrast the similarities and differences of two different biomes (Antarctica and one other) To compare key facts about Brazil with our own country.
National curriculum strand	Knowledge	To notice and discuss patterns around them, e.g. rubbings from grates,	To know the human and physical features of London.	To know the key features of the four countries in the UK.	To know the physical features of rivers and the geographical and human features	To explore changes in human settlement due to geographical	To understand why people settled along the River Nile.	To know the human and physical features of Antarctica.

Human and Physical Geography		covers, or bricks. Identify seasonal patterns – focusing on plants and animals. Begin to understand the effect their behaviour can have on the environment. Talk about the similarities and differences between them and their friends. Understand the effect of changing seasons on the natural world around them.		To know the key human and physical features of our local area.	surrounding rivers. To understand the human geography associated with rivers including land use and settlements. To describe the key features of physical geography e.g. volcanoes & earthquakes. To know how physical geography can impact human activity and quality of life.	features – the development of harbours and fishing trade. To understand how humans affect their environment and why people seek to sustain their environment. To know how the physical features of mountains. To explore climate and settlements on and around mountains.	To understand how humans impact an environment over time.	To explore the human and physical features of Brazil. To explore trade links out of Brazil. To explore why Brazil hosted the Olympics.
	Skills	Explore their local environment and talk about the changes they see. Explain that human activity can influence and impact on the world, meaning that things happen	To compare the human and physical features of London with our local area.	To know the shape of the UK on a map/globe. To interpret key human and physical landmarks on aerial photographs.	To explain the water cycle. To locate settlements in relation to rivers and explain why people settled along rivers.	To explain how mountains are formed.	To understand how humans impact an environment over time. Compare and contrast modern day Egypt (along the Nile) and Ancient Egypt.	To compare how the land has changed in Antarctica over time – global warming link.

		as a result of our actions.						
National curriculum strand Geographical Fieldwork	Knowledge	Observe and identify features in the place they live and the natural world. Find out about their environment and talk about features they like and dislike. Examine change over time. Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.. Describe some actions which people in their own community do that help to maintain the area they live in.	To know the four compass points (NESW) To understand simple directional language.	To understand the features of our school and the coastline. To use simple compass directions (NESW).	To know the eight compass points. To know the different features of maps e.g. rivers, hills, roads. To identify geographical features on aerial Images and digital maps.	To observe the physical features of mountains and sketch them on maps, identify them on digital images	Understand what six figure grid references are. To understand the features of the local area (mines). Collect and measure information such as: rainfall, windspeed, temperature and explain the impact upon the environment. To understand key information on ordnance survey maps incl. contour lines, keys and scale.	To interpret weather data in different biomes to draw comparisons. To use photographs to explore Brazil and compare daily life in Cornwall and Brazil.
	Skills	Use diverse range of props, photos, books to notice & talk about	To understand a simple map and create a simple map.	To use fieldwork to study the geography of school and	To use four figure grid references and the eight compass points.	To compare digital images of mountains – looking for	To use six figure grid references. To draw maps with keys.	To confidently use six figure grid references.

