



Geography Progression Map 2021/22 - Sylvester Primary Academy

EYFS Geography requirements (linked to EYFS early learning goals and Development Matters document)				
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical and Fieldwork Skills	Mapping Skills
<u>Nursery</u>				
To know that there are different countries in the world.	To talk about different places and experiences, including those seen in photos.	To begin to understand the need to respect and care for the natural environment and all living things. Draw knowledge from pictures, stories, maps etc...	To be able to describe a position using words and without physical clues. Example: 'The shoes are under the table.' To discuss routes and locations using words such as 'in front of', 'behind' To use their senses and hands-on exploration.	To describe / discuss locations and familiar routes
<u>Reception</u>				
	To recognise some similarities and differences between life in this country and life in other countries. Describe their immediate environment using observation, discussion, stories and texts	To recognise some environments are different to the one in which they live. Drawing knowledge from pictures, maps, stories etc... Understanding some important processes and changes in the natural world incl. seasons	To explore the natural world around them. Describe their immediate environment using observation, discussion, stories and texts	To draw information from simple maps.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p><u>The World</u> Know the name some of the world's continents and some of the main oceans</p> <p>To identify a visual representation (map) of the world, as being 'the whole world.'</p> <p><u>The UK</u> To name their own town and country</p> <p>To identify the four different countries of the UK</p>	<p><u>The World</u> Name and locate the world's seven continents and 5 oceans</p> <p><u>The UK</u> To name, locate and identify characteristics of the 4 countries of the UK and their capital cities.</p> <p>To know that 'Great Britain' and 'UK' have different definitions</p> <p>To know the surrounding seas of the UK</p>	<p><u>The World</u> To name and locate some of the World's countries, using maps, with a focus on Europe (Link to Roman Empire), concentrating on environmental regions, key human and physical characteristics and major cities.</p> <p>Begin to identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere</p> <p><u>The UK</u> Name and locate counties and some key cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. (Children should be able to define the difference between UK, Great Britain and The British Isles)</p>	<p><u>The World</u> To name and locate the World's countries (including Russia – could be briefly linked to Asia, during 'India' topic) on a map, concentrating on environmental regions, key human and physical characteristics and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Tropic of Capricorn.</p> <p><u>The UK</u> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains and coasts)</p>	<p><u>The World</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance 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</p>	<p><u>The World</u> locate the world's countries, using maps (including the location of Russia) focussing on North and South America and concentrating on their environmental regions, key physical and human characteristics.</p> <p>Revise the position and significance of key latitude, longitude, including Greenwich/Prime Meridian and Time zones.</p> <p><u>The UK</u> In relation to the countries and counties of the UK, discuss geographical regions and their identifying human and physical characteristics, key topographical features (including rivers and coasts), and land-use patterns; and understand how some of these aspects have changed over time</p>

Place knowledge	<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Huyton/School locality</p> <p>Sydney</p>	<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Huyton</p> <p>China</p>	<p>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, and a region within North or South America</p> <p>Liverpool</p> <p>Italy</p>	<p>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, and a region within North or South America</p> <p>Southport</p> <p>India</p> <p>France/Germany/The Netheranlds (Saxons/Vikings)</p>	<p>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, and a region within North or South America</p> <p>Wales – Colomendy</p> <p>Spain – Torremelenos</p> <p>South America- Mayans and Rainforests)</p>	<p>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, and a region within North or South America</p> <p>(Perhaps link to Dinosaurs – locations that different dinosaurs existed)</p> <p>North America</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human and Physical Geography</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</p> <p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: sea, ocean, season and weather</p> <p>key human features, inc. city, town, village, leisure centre, library, park house, office, shop, church, high street,</p>	<p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Describe and understand key aspects of:</p> <p>physical geography, including: volcanoes and earthquakes,</p> <p>human geography, including: the distribution of natural resources including energy, food, minerals and water</p>	<p>Describe and understand key aspects of: physical geography, including mountains canyons, valleys and climate zones and deserts (across Indian and compared to UK)</p> <p>Human geography, including: economic activity including trade links,</p>	<p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, Rainforests</p> <p>Human geography, including types of settlement and economic activity: food, trade, water, minerals</p> <p>Fair trade, cocoa</p> <p>Deforestation</p>	<p>Describe and understand key aspects of: physical geography, including; Deserts, Rivers and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
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Geographical and Fieldwork Skills

I can use directional language to describe the location of feature or a route on a map (e.g: near, far, left, right...)

I can devise a simple map of my locality/ school grounds

I can make observations about the geography of my school grounds and its surrounding environment

I can use simple compass directions to describe the location of features or routes on a map (north, south, east, west)

I can devise a simple map and construct basic symbols in a key

I can make observations about key human and physical features of my local environment

I can use the 8 compass directions to describe the position of features on a map.

I can use keys and symbols, including those on an Ordnance Survey map, when studying and describing an area of the United Kingdom

I can use geographical knowledge and vocabulary to make observations about a local area,

I can use 8 compass point directions and 4 figure grid references to build my knowledge of the United Kingdom

I can use fieldwork to observe human and physical features in a studied area and record this in a range of ways (sketches, sketch maps, plans or graphs)

I can use 6 figure grid references, 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.

I can present my findings in a number of ways (maps, graphs, sketches and digital technologies.

I can use my knowledge of 6 figure grid references, keys and symbols to build my knowledge of the wider world.

I can use my geographical knowledge and skills to make accurate observations, measurements and recordings of physical and human features in a studied area.

I can select the most appropriate form of recording for my findings (sketch maps, graphs, digital technologies, report etc..)

Mapping Skills

<p><u>Using Maps</u> Use a simple picture map to move around school. Use relative vocabulary such as: <i>bigger, smaller, like, dislike</i></p> <p>Use directional language such as: <i>near, far, up, down, left, right, forwards, backwards</i></p> <p><u>Map Knowledge</u> Use world maps to identify UK and its position in the world Use maps to locate the four countries of the UK Begin to use a world map to identify some continents</p> <p><u>Making Maps</u> Draw basic maps using appropriate symbols and pictures to represent places and features Use photographs and maps to identify features.</p>	<p><u>Using Maps</u> Follow a route on a map Use simple compass directions (North, South, East, West)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical Features</p> <p><u>Map Knowledge</u> Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p> <p><u>Making Maps</u> Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key</p>	<p><u>Using maps</u> Follow a route on a map with some accuracy</p> <p>Locate places using a range of maps including OS & digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p><u>Map Knowledge</u> Locate the world's countries, focus on Italy (European country)</p> <p>Identify the position and significance of lines of longitude & latitude (when locating volcanoes)</p> <p><u>Making Maps</u> Begin to make maps of short route experiences, with features in current order</p> <p>Create a simple scale drawing</p> <p>Use standard symbols, and understand the importance of a key</p>	<p><u>Using maps</u> Follow a route on a large scale map</p> <p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><u>Map Knowledge</u> Name & locate the counties and cities of the UK</p> <p>Locate Europe on a large scale map or globe, Focus – North Europe Germany, The Netherlands, France, link to Anglo Saxons</p> <p>Name and locate some countries in Europe (including Russia) and their capitals cities</p> <p>Locate the world's countries –Focus on Asia – India</p> <p><u>Making maps</u> Recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p>Draw a sketch map from a high viewpoint</p>	<p><u>Using Maps</u> Compare maps and with aerial photographs Select a map for a specific purpose</p> <p>Begin to use atlases to find out other information (e.g. temperature)</p> <p>Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><u>Map Knowledge</u> Locate the UK on a variety of different scale maps</p> <p>Name & locate the counties and cities of the UK.</p> <p>Name and Locate countries of South America</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities (Greece and Spain link)</p> <p>Identify the position and significance of lines of longitude & latitude (Locating rivers)</p> <p><u>Making maps</u> Draw a variety of thematic maps based on their own data</p>	<p><u>Using Maps</u> Follow a route on an OS map</p> <p>Describe the features shown on an OS map</p> <p>Use atlases to find out data about other places</p> <p>Use 8 figure compass and 6 figure grid reference accurately</p> <p>Use lines of longitude and latitude on maps</p> <p><u>Map Knowledge</u> Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.</p> <p><i>Mini assessments of world map knowledge that should have been taught in earlier years.</i></p> <p><u>Making Maps</u> Draw plans of increasing complexity Begin to use and recognise atlas symbols</p>
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