

# Geography Progression Map

# Lunsford Primary School

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge		<b>National Curriculum.</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>		<b>National Curriculum.</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>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</li> <li>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, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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 night)</li> </ul>			
	<b>ELG: People, Culture and Communities</b> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Use maps and images to gain a basic locational knowledge about individual places and environments, especially the local area, but also in the UK and the wider world	Obtain a simple locational knowledge about individual places, including Lunsford site and environments, the local area, but also in the UK and wider world.	Begin to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features	Be able to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human Features	Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features.  -	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news

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Place Knowledge		<b>National Curriculum.</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>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</li> </ul>		<b>National Curriculum.</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>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</li> </ul>			
	<b>ELG: People, Culture and Communities</b> – - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Show simple understanding by describing the places and features they study using some geographical vocabulary.  Begin to identify some similarities and differences and simple patterns in the environment	Show understanding by describing the places and features they study using simple geographical vocabulary.  Identify some similarities and differences and simple patterns in the environment.	Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings.  Begin to compare places  Begin to understand simple reasons for similarities and differences.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings.  Become more skilled at comparing places  Understand some reasons for similarities and differences between places	Understand simply what a number of places are like, how and why they are similar and different.  Understand simply how and why they are changing.	Understand in some detail what a number of places are like and how and why they are similar and different  Understand how and why places are changing

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Human and Physical geography		<b>National Curriculum.</b> Pupils should be taught to: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		<b>National Curriculum</b> Pupils should be taught to: describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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			
	<u>ELG: The Natural World</u> -Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Understand some important processes and changes in the	Begin to identify seasonal and daily weather patterns in the United kingdom.  Begin to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Begin to use some basic geographical vocabulary to refer to physical features including: beach, cliff, coast, hill, mountain, sea,	Can identify seasonal and daily weather patterns in the United kingdom  Can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Can use simple geographical vocabulary to refer to physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,	Describe and understand a key aspect of human and physical geography.  Can identify patterns.  Interpret how places change and the links between people and the environment	Describe and understand a key aspect of human and physical geography.  Can identify patterns.  Demonstrate how places change and some links between people and the environment.	Describe and understand a key aspect of human and physical geography.  Know simple spatial patterns in physical and human geography.  Know the conditions which influence those patterns, and the processes which lead to change.  Show simple understanding of the links between places, people and	Describe and understand a key aspect of human and physical geography.  Know about some spatial patterns in physical and human geography,  Know the conditions which influence those patterns, and the processes which lead to change.  Show some understanding of

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# Lunsford Primary School

	<p>natural world around them, including the seasons and changing states of matter.</p> <p><b>ELC: People, Culture and Communities</b></p> <p>-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.</p>	<p>ocean, river, soil, valley, vegetation, season and weather.</p> <p>Begin to use some basic geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>valley, vegetation, season and weather</p> <p>Can you use basic geographical vocabulary, as in Yr 1 e.g</p>			environments	the links between places, people and environment
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills & Fieldwork		<p><b>National Curriculum.</b></p> <p>Pupils should be taught to:</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>-use aerial photographs and plan perspectives</p>		<p><b>National Curriculum.</b></p> <p>Pupils should be taught to:</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>-use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>			

# Geography Progression Map

# Lunsford Primary School

		<p>to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</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><b>ELG: People, Culture and Communities</b> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Can use picture maps and globes.</p> <p>Can use simple directional language: near, far, left, and right to describe the locational of features and routes on a map.</p> <p>Can make simple observations.</p> <p>Can draw a simple sketch map showing key features of the school, its grounds and surrounding, including creating own symbols.</p> <p>Can work in a group with an adult to ask questions about the school its grounds and surrounding environment.</p> <p>Can measure using simple words and</p>	<p>Can use a simple atlas.</p> <p>Can use the four point compass: North South, East and West, directions to describe location of features and routes on a map.</p> <p>Can make detailed observations.</p> <p>Can use aerial photos to recognise landmarks and basic human and physical features</p> <p>Can draw a simple sketch map showing key features of the school, including agreed realistic</p>	<p>Can confidently use a range of maps and images.</p> <p>Can confidently use 8 point compass directions and show knowledge of the UK and the wider world.</p> <p>Can use letter and number coordinate to locate features on a map.</p> <p>Can make links to different observations in the local area</p> <p>Can draw a sketch map with simple annotations showing human and physical features of the local area</p> <p>Can draw a simple map of familiar short route using OS</p>	<p>Can confidently use globes, atlases, images, aerial photos and begin to use computer mapping.</p> <p>Can identify the eight point compass directions: to follow and give directions to build knowledge of the UK and wider world.</p> <p>Can use four-figure grid references to locate features on a map. Can draw a sketch map with annotations showing human and physical features of the local area</p> <p>Can draw an accurate map of a short route using OS symbol.</p> <p>Can answer questions about places and environments to aid investigation and express their different opinions</p>	<p>Can confidently use an atlas including the contents page and index.</p> <p>Can confidently use the 8 point compass directions: to follow and give directions to build knowledge of the UK and wider world.</p> <p>Can accurately use 4- figure grid references on an OS map and attempt 6- figure references.</p> <p>Can use a camera and locate annotated photos on a map</p> <p>Can draw a sketch map and annotations showing human and physical features of the local area, using OS symbols and a key.</p> <p>Can ask questions to</p>	<p>Can confidently use a range of maps, atlases, images, globes and digital mapping.</p> <p>Can accurately use the eight point compass directions: to follow and give directions to build knowledge of the UK and wider world.</p> <p>Can accurately use six- figure grid references on an OS map. Can make clearly explained links between observations in the local area and the wider world to identify patterns</p> <p>Can use a camera and locate annotated photos on a map</p> <p>Can draw a variety</p>

# Geography Progression Map

# Lunsford Primary School

		<p>frequency recording.</p> <p>Can reach simple conclusion to fieldwork question or prediction</p>	<p>symbols to make a simple key</p> <p>Can measure using a guided tally and standard units such as minutes and metres.</p> <p>Can present findings simply using maps and graph</p> <p>Can reach a simply described conclusion to fieldwork question</p>	<p>symbols.</p> <p>Can confidently ask geographical questions and express opinions</p> <p>Can measure accurately using a tally and standard units</p> <p>Can present data and findings simply using maps, graphs and digital technologies</p> <p>Can reach a conclusion to the fieldwork question or prediction</p>	<p>relating to issues.</p> <p>Can measure using simple instruments, digital technologies</p> <p>Can describe the benefits and limitations of data collection methods</p> <p>Can present data and findings using maps, graphs and digital technologies</p> <p>Can reach a conclusion to the fieldwork question or prediction</p>	<p>carry out an investigation and express the opinions from a range of points of view.</p> <p>Can independently present data and findings using maps, graphs and digital technologies</p> <p>Can reach a describe and explained conclusion to the fieldwork question or prediction that is backed up with evidence</p>	<p>of maps, sketches and plans with accurate symbols, keys and scale.</p> <p>Can ask a range of geographical questions to carry out an investigation and explain opinions from a range of different points of view.</p> <p>Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route</p> <p>Can reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence</p>
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	Autumn Terms		Spring		Summer	
Year 1	Local study of Lunsford, where do we live?		Seaside holidays – seasonal/ daily weather patterns		4 countries of UK, capital cities and seas.	
Year 2	Continents and oceans		Australia			Maps and atlases
Year 3		Brazil			Rivers	Volcanoes, Earthquakes
Year 4			mountains	Plastic pollution	Region of the UK Cumbria	
Year 5		Maps	Modern Greece European study			Enough for Everyone
Year 6		biomes		Fair Trade		Coasts