



# Geography Progression Document

"Empowering Every Voice, Celebrating Every Difference: A Curriculum That Mirrors All."

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## **Actions for your subject: (This should link back to the mission and vision and our SDP)**

1. Develop a detailed **map skills** progression and support staff in delivering those skills.
2. Develop a detailed and cohesive **fieldwork** progression - with suggestions for opportunities and techniques.
3. Audit **resources** to ensure they support planning, checking for gaps & how dated current resources are.

| EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | End of Key Stage One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | End of Key Stage Two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Three and Four-Year-Olds</b></p> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"><li>• Understand position through words alone.</li><li>• Describe a familiar route.</li><li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li></ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"><li>• Use all their senses in hands-on exploration of natural materials.</li><li>• Begin to understand the need to respect and care for the natural environment and all living things.</li><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li></ul> <p><b>Reception</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"><li>• Draw information from a simple map.</li><li>• Recognise some similarities and differences between life in this country and life in other countries.</li></ul> | <p>Pupils should be taught about:</p> <ul style="list-style-type: none"><li>• <b>Locational knowledge:</b><ul style="list-style-type: none"><li>◦ name and locate the world's 7 continents and 5 oceans</li><li>◦ name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li></ul></li><li>• <b>Place knowledge:</b><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></li><li>• <b>Human and physical geography</b><ul style="list-style-type: none"><li>◦ 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</li><li>◦ use basic geographical vocabulary to refer to key physical and human features,</li></ul></li></ul> | <p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• <b>Locational knowledge:</b><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></li></ul> |

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| <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>ELG: Understanding the world</b></p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>● 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.</li> <li>● 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.</li> <li>● Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>○ 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</li> <li>○ use simple compass directions and locational and directional language to describe the location of features and routes on a map</li> <li>○ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>○ 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</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● <b>Place knowledge</b> <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 in North or South America</li> </ul> </li> <li>● <b>Human and physical geography</b> <ul style="list-style-type: none"> <li>○ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>○ human geography, including: <ul style="list-style-type: none"> <li>types of settlement &amp; land use, economic activity including trade links, &amp; the distribution of natural resources incl. energy, food, minerals &amp; water.</li> </ul> </li> </ul> </li> <li>● <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>○ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>○ use the 8 points of a compass, 4- and 6-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</li> <li>○ 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</li> </ul> </li> </ul> |
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## Long Term Planner

| Whole School Overview |                                         |                              |                                                                                |                                      |                                      |                                                                           |
|-----------------------|-----------------------------------------|------------------------------|--------------------------------------------------------------------------------|--------------------------------------|--------------------------------------|---------------------------------------------------------------------------|
| Term                  | Autumn 1                                | Autumn 2                     | Spring 1                                                                       | Spring 2                             | Summer 1                             | Summer 2                                                                  |
| Nursery               | Marvellous Me Festivals                 | People who help us Transport | Traditional Tales Storytelling                                                 | Growing and Planting Food            | Minibeasts Lifecycles                | Animal Safari Around the World                                            |
| Reception             | Me and My Community                     | Starry Night                 | Build It Up!                                                                   | Explorers                            | Sunshine and Flowers                 | Moving On                                                                 |
| Year 1                | Our school and local area               |                              | Oceans and Continents                                                          |                                      | At the Farm                          |                                                                           |
| Year 2                |                                         | Me and my town incl UK       |                                                                                | Weather patterns, hot and cold areas |                                      | Nairobi vs London (Contrasting locality)                                  |
| Year 3                | Earthquakes and Volcanoes               |                              | Brazil (Urban/Human focus)                                                     |                                      | Rivers and the Water cycle           |                                                                           |
| Year 4                |                                         | Spain (Contrast to UK)       |                                                                                | Mountains                            |                                      | Lines of significance                                                     |
| Year 5                | Brazil (Amazon focus/ rainforest biome) |                              | Where do our things come from?<br>(Globalisation, trade and economic activity) |                                      | UK -<br>How is our country changing? |                                                                           |
| Year 6                |                                         | Exploring Scandinavia        |                                                                                | Coasts and region of UK              |                                      | Are we damaging our world?<br><br>(Sustainable living, natural resources) |

## Progression Map

| Skills:              | EYFS                                                                                                                                                     | Year 1                                                                             | Year 2                                                                                         | Year 3                                                                                                                           | Year 4                                                                                                                                                                                                                                              | Year 5                                                                                                                                                                                                                         | Year 6                                                                                                                                                                                                       |
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| Locational Knowledge | Explore the school's outdoor setting and also the immediate local area through walks.                                                                    | 7 continents and 5 oceans, local area.                                             | 7 continents and 5 oceans, UK                                                                  | Location of N and S America.<br><br>Rivers, in UK.<br><br>Local area study - Thames. Location of volcanoes, earthquakes, rivers. | Land use patterns and changes over time.<br>Locate some of World's countries and major cities.<br><br>High ground in UK, mountains.<br><br>Latitude, Longitude, Hemispheres, Equator, Tropics, Arctic, Antarctic circle, Prime Meridian. Time zones | Land use patterns and changes over time.<br><br>Locate World's countries and major cities,<br><br>Locate tropical rainforests.<br><br>Location and principle features of UK.<br><br>Latitude, Longitude, Hemispheres, Equator. | Land use patterns and changes over time.<br><br>Locate world's countries and major cities, incl Russia.<br><br>Locate tundra, taiga biomes<br><br>Latitude, Longitude, Hemispheres, Equator, daylight hours. |
| Place Knowledge      | Comparing school and home.<br><br>Express feelings about places they visit or have visited.<br><br>Know that there are different countries in the world. | School and its vicinity.<br>Local area,                                            | Local area, London<br><br>Comparing London with Nairobi.<br><br>Looking at hot and cold places | Local area study (rivers)<br><br>SE Brazil - Rio.                                                                                | Compare Spain vs UK.                                                                                                                                                                                                                                | Compare Brazilian rainforests to local wooded area.<br><br>UK.                                                                                                                                                                 | Compare Scandinavia vs UK.<br><br>Coastal town v. local area.                                                                                                                                                |
| Human geography      | Use terms such as school, home, shop.                                                                                                                    | Use terms such as city, town, house, shop, rural, urban.<br><br>Farming in the UK. | Use terms such as city, town, house, shop, factory, farm, port, harbour, house.                | Types of settlement, land use, distribution of natural resources including food, water. S America - Rio /SE Brazil               | Types of settlement, land use distribution of natural resources including food, and water in Spain.<br><br>Human geography in mountain regions.                                                                                                     | Types of settlement and change over time, land use and economic activity, distribution of natural resources including food, and clothing manufacture.                                                                          | Types of settlement, land use and economic activity, trade links, distribution of natural resources including food, water, energy, minerals. Sustainability.                                                 |

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| Physical geography       | Experience different weather conditions and their impact on the environment.                                                                                                                                                                                                                                                                                                                     | Seasons. Use terms such as river, seas, coast, ocean, season, weather.<br><br>Introduction to hot and cold areas.<br>(Continents)                                                                                                                                                                                                                                                                                                                                                    | Seasonal/ daily weather patterns. Equator/North/ South poles. Use terms such as river, seas, coast, ocean, season, weather, beach, coast, cliff, mountain, valley.<br><br>Hot and cold areas.                                                                                                                                                                                                                                                                                                                                                                     | Seasonal/ daily weather patterns.<br><br>Earthquakes, volcanoes, rivers, watercycle.                                                                                                                                                                                                                                                                                                                                           | Seasonal/ daily weather patterns.<br><br>Mountains. Biomes and vegetation belts.                                                                                                                                                                                      | Climate zones, Seasonal/ daily weather patterns. Rainforest biome.                                                                                                                                                                                                                                                                                                                                                                                    | Seasonal/ daily weather patterns.<br><br>Biomes and vegetation belts, glacial landscapes, climate zones, coastal processes and landforms.                                                                                                                                                                                                                                                                                                                             |
| Fieldwork and Map skills | Fieldwork: Explore the school's outdoor setting, noticing and naming features.<br><br>Examine and discuss natural objects (leaves, stones etc)<br><br>Start to observe seasonal changes.<br><br>Use small world play to represent a visited place.<br><br>Make a simple 'messy' map eg of out door area or fairy maps.<br><br>Introduce simple locational language - behind, above, next to etc. | Fieldwork: Investigate the physical and human features of the school and its grounds - naming and describing what they see and how it is used.<br><br>Observe and record seasonal changes in school grounds eg deciduous trees, flowering plants)<br><br>Add details to a teacher prepared map or drawing<br><br>Using world maps and globes.<br><br>4 cardinals compass points: N, E, S, W.<br><br>Aerial photos to recognise landmarks and use key.<br><br>Key and simple symbols. | Fieldwork : Explore the local area to investigate range of buildings, green spaces, other local features.<br><br>Visit some local facilities shops, library, station -discuss why people go there.<br><br>Investigate different weather conditions through observation & use simple measurement devices (eg wind direction/ rainfall)<br><br>Relate a large scale plan (eg local streets) to the environment. Add information using colour or symbols.<br><br>Using world maps, atlases and globes. N, E, S, W. Aerial photos to recognise landmarks and use key. | Fieldwork of local area - River Wandle to investigate physical features and its use by people now and in the past.<br><br>When learning about the water cycle - record different weather phenomena through observation - rain gauges thermometers.<br><br>Using maps (incl OS) atlases, digital mapping to locate and describe features.<br><br>8 points of compass<br><br>4-figure grid references.<br><br>Symbols and keys.. | Fieldwork: When learning about land use - investigate local buildings, land use, local facilities.<br><br>Using maps, atlases, digital mapping to locate and describe features.<br><br>4-figure grid references.<br><br>Symbols and keys.<br><br>8 points of compass. | Fieldwork : when learning about rainforests visit Kew to study trees, plants,, ecosystem. Contrast with local wooded area.<br><br>Investigate how buildings, and local facilities have changed over time - digimap.<br><br>Draw free hand map of a site visited. Make an annotated field sketch.<br><br>Using maps, atlases, digital mapping to locate and describe features. 6-figure grid references. Symbols and keys.<br><br>8 points of compass. | Fieldtrip to an unfamiliar environment - coastal region to investigate the physical and human geography.<br><br>Draw free hand map of a site visited. Make an annotated field sketch.<br><br>Design and conduct a questionnaire to collect qualitative data eg pupils views on plastic waste/ recycling.<br><br>Using maps, atlases, digital mapping to locate, record and describe features. 6-figure grid references. Symbols and keys.<br><br>8 points of compass. |

**Notes:**

## Progressions in Geography

We should identify progression in terms of:

- Increasing breadth of study.
- Wider range of scales studied.
- Greater complexity of phenomena studied.
- Increasing use made of generalised knowledge about abstract ideas.
- Greater precision required in undertaking intellectual and practical tasks.
- More mature awareness and understanding of issues and of the context of differing attitudes and values in which they arise.