



Geography Progression Map

Respect

Compassion

Perseverance

Creation

Service

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Locational knowledge	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge</p>	<p>To name the world's 5 oceans. To name the world's 7 continents. To locate Willaston (with support) on a map of the UK. To understand how some places are linked to other places e.g. roads, trains.</p>	<p>To name and locate the world's seven continents. To name and locate the world's five oceans. To name, locate and identify characteristics of the seas surrounding the United Kingdom. To independently locate Cheshire on a map. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p>	<p>To use a map to name and locate the countries, regions and cities of the UK. To use a map to locate Cheshire and its surrounding locations. Compare Cheshire to Merseyside.</p>	<p>To recognise that people have differing qualities of life by living in different locations and environments. To identify and describe the key topographical, human and physical features of the UK. Land use and how it's changed over time.</p>	<p>To locate the world's countries using maps to focus on Europe. To use a map to locate countries and main cities within Europe. Physical and human characteristics of Europe.</p> <p>To 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).</p>	<p>To locate the world's countries using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>

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Creation

Service

Geographical skills and enquiry		<p>To ask simple geographical questions. e.g. What is it like to live in this place? To use a map (with support) to locate the UK and Willaston. To use a map (with support) to locate the amazon Rainforest. To use simple observational skills to study the geography of the school and its grounds. To use simple maps of the local area. To make simple maps and plans. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]. To carry our surveys and simple graphs (pictograms).</p>	<p>To 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. To use simple compass, locational and directional language. To use simple compass, locational and directional language to describe the location of features and routes on a map. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. To devise a simple map and construct and use basic symbols in a key. To use</p>	<p>To ask and respond to geographical questions about Cheshire's location. To use maps, atlas and globes to locate Egypt. To use eight points of the compass to describe location. To begin to use four figure grid references, symbols and keys (on Ordnance Survey maps) to build their knowledge of the UK. To use basic geographical knowledge to make detailed fieldwork sketches/diagrams.</p>	<p>To use eight points of the compass to describe the location of geographical features. To explore features on OS maps using four figure grid references. To understand and use a widening range of geographical terms. To plan the steps and strategies for an enquiry. To carry out fieldwork for the enquiry using correct equipment and to measure straight line distances using the appropriate scales. To draw accurate maps with increasingly complex keys.</p>	<p>To use six-figure grid references, symbols and keys to build their knowledge of the UK and wider world. To plan a journey using grid references, symbols and keys from Ordnance Survey Maps around Willaston. To use field work to observe, measure, record and present the human and physical features for example using simple graphs, for example in the local area. To carry out field sketches, sketch maps. To understand and use a widening range of geographical terms. To use six-figure grid references, symbols and keys to build their knowledge of the wider world.</p>	<p>To use the eight points of a compass, six figure grid references, symbols and key to build upon knowledge of the United Kingdom and the wider world. identify and locate topographical features including using six-figure grid references and symbols, including Ordnance Survey maps. To use field work 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>
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Respect

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			simple fieldwork and observational skills to study the geography of my school and its grounds.				
Place knowledge		To understand geographical similarities and differences through studying of a small area of the United Kingdom, and of a small area in a contrasting non-European country: Willaston and The Rainforest. To name, describe and compare familiar places: Willaston.	To compare the UK and Kenya in terms of the physical and human features. To know about and discuss some present changes that are happening in the local environment. To suggest ideas for improving the school environment.	To understand why there are similarities and differences between places within the UK: Cheshire and Merseyside. Compare physical and human features.	To compare A location in Europe to a location in the UK and understand that there are similarities and differences: Cheshire and Italy (Campania region)		To understand how land use has changed overtime: environmental view-rainforest. Compare a region in the UK and South America: Cheshire and the Rainforest.

Respect

Compassion

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Creation

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Human and physical geography		<p>To begin to use basic geographical vocabulary to refer to key physical features. To begin to use basic geographical vocabulary to refer to key human features. To locate hot and cold areas of the world. (Willaston/Rainforest) To describe seasonal weather changes in the UK.</p>	<p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. To use basic geographical vocabulary to refer to key physical features. To use basic geographical vocabulary to refer to key human features. To identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>To identify physical and human features of Italy including Volcanoes. To describe and understand volcanos including Mount Vesuvius. To understand arguments for and against living near to volcanoes. To explain the distribution of natural resources near Cheshire and how these are used by humans. To locate and identify Egypt and its position within Africa and the wider world. To explain how the river Nile has affected land use patterns and how this have changed over time: land use and settlements. To understand how mountains are formed. To understand and describe the biomes found in mountainous regions. To describe features of mountains. Types of land use during and</p>	<p>To describe human and physical features of Cheshire and Italy.</p> <p>To explore climate zones and biomes found in the UK.</p> <p>To understand why settlements are located where they are in the UK.</p>	<p>Climate zones, biomes and vegetation belts, rivers and the water cycle. To identify and describe the key features of rivers. To explain the processes of erosion and deposition within the course of a river. To begin to understand erosion and deposition.</p> <p>Land use and settlements during Anglo-Saxons and Vikings. Land use over time.</p>	<p>Rainforest: types of settlement and land use; economic activity including trade links. To describe how settlements have changed over time. To identify the impact of climate change on different biomes around the world: rainforest/deforestation. To understand how climate change will impact on the planet. To understand how environmental activism causes environmental policy changes.</p> <p>To recognise and describe the different views on renewable and non-renewable energy within the UK.</p>
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Respect

Compassion

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Creation

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				settlements during the stone age.			
Key Vocabulary		Rainforest Layers of the rainforest Deforestation Temperature Equator Climate Beach Cliff Sea Ocean River Island Port Harbour Lighthouse Transport Modes of transport Traffic Survey Pictogram	Physical geography Human geography Countries in the UK Capital cities in the UK Continents Oceans Surrounded seas of the UK Sea Ocean North pole South pole Equator Climate Weather Types of weather	domesticate nomadic dwelling wattle daub hill forts ash cloud: main vent: crater: lava: conduit lava flow: layers of ash and solidified lava: magma reservoir Volcanoes around the world. Mountains of the world Plate tectonics Layers of the Earth Fertile farmland River Nile Linear settlement pattern Population Area Language Religion Exports natural resources landmarks. Rivers climate mountains biome	Rivers in the UK Mountains in the UK Land use Types of land use. Coastal erosion Settlements Hamlet Village Town City Ports Market towns Resorts Human geography Physical geography Human: Population Area Language Religion Exports natural resources landmarks. Physical: Rivers climate mountains biome natural hazards coastline	Countries in Europe Mayor cities in Europe Human Feature Physical Feature Europe Northern Hemisphere Southern Hemisphere Prime meridian Latitude Longitude North pole South pole Equator Tropics Biomes Climate Weather Vegetation belt Arctic Source Water fall Meander Tributary Confluence Oxbow lake Main channel Floodplain Delta Estuary Mouth Sediment Erosion Gorges Canyons Valleys Dam	Countries in North America Mayor cities in North America Countries in South America Mayor cities in South America Human Feature Physical Feature Physical Features South America Human Features South America Physical Features North America Human Features North America Rainforest Layers of the rainforest Deforestation Extinction Endangered Global warming Climate Renewable energy Biome Agriculture Land use Settlement

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Local Area		The Windmill	The Beech Tree The Village School	Hadlow Road Station	National Heritage Buildings Midland Bank 1690 Atworth House 1650 Old Hall 1558 Bank House 1690	Old pubs: Old Red Lion (1631) Pollard Inn (1637) Nag's Head (1735)	National Heritage Buildings: Ashtree Farm 1697 The Farm 1616 Corner House Farm 1637 White House Farm 1730 The Lydiate 1857
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Service