Goring CE Primary School
Progression Map

Geography

Curriculum strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Town, place, road, house, farm, village, countryside, world, globe, earth, factory, hill, sea, beach, shop, map, sunny, seasons, cold, snow, weather, manmade, natural, soil, here, there, near, far	Recap YR vocabulary and introduce: near, far, behind, in-front, next to, beside, left, right, symbol, surrounding environment, aerial view, human and physical features city, town, village, river, national, landmark, mountain beach, cliff, coast, sea, ocean, factory, farm, house, school, office, street, shop, local, detached, semi-detached, flat, bungalow, terraced, continent, equator, poles, North, South, East, West, United Kingdom, worth, country, forest, wood, England, Scotland, Northern Ireland, Wales, London, Cardiff, Edinburgh and Belfast, North Sea, Irish sea, the channel, atlas wet, sunny, hot, dry, cold, season, weather	Recap Y1 vocabulary and introduce: port, harbour, hill, stream, sea, field, bridge, footpath, journey, route equator, climate, valley, ocean, continent, North America, South America, Africa, Asia, Europe, Oceania/Australia, Antarctica, Pacific, Atlantic, Indian, Southern, Arctic ocean, location, globe, North, East, South, West, compass Climate, habitat, Arctic circle, equator, forest, vegetation, tundra, polar, Antarctic, Arctic, desert, North Pole, South Pole, vegetation, soil Sustainability, climate change	Recap Y2 vocabulary and introduce: Biomes, vegetation, flora, fauna, wildlife, deforestation, temperature, rainfall, environment, rainforest, pollution, tropical, humid Trade, global, import, export, manufacture, goods, Fairtrade, supermarkets, economic, transport Mountain, formation, geology, upwarped, volcano, folded, fault-block, tectonic plates, peak, summit, range, ridge, valley, base, slope/face, contour line, elevation, landscape, settlement	Recap Y3 vocabulary and introduce: River, upper course, lower course, middle course, meander, ox-bow lake, waterfall, floodplain, source, mouth, delta, tributary, stream, confluence, erosion, deposition, estuary, channel, bank, basin, water cycle, transpiration, collection, evaporation, condensation, precipitation States, grassland, time zone, East Coast, West Coast, peninsula (Florida), mainland, city, plains, northern hemisphere, southern hemisphere, Prime/Greenwich Meridian, Arctic circle, Antarctic circle, climate, urban, rural, Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, County, district, grid reference, region, post code, city, topographical, landmark, settlement, land use, North-East, South-East, North-West, South-West	Use precise geographical vocabulary, including that learnt previously and: Development, land use, settlement, coastal, development, Ordnance survey, grid reference, population, diversity Latitude, longitude, projection, border, fjord, landlocked, Mediterranean, region	Be able to describe and start to explain geographical processes using the correct terminology learnt previously and: Crust, mantle, core, tectonic plates, plate boundary, pressure, seismic waves, Richter scale, magma, lava, ring of fire, active, dormant, extinct, ash, crater, vent, magma chamber, summit, flanks, magnitude, Sustainability, natural resources (energy, water, food, minerals etc), consumer, producer, consumption, distribution, renewable, recyclable, sustainable, economic distribution, trade links

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Map skills (created using digimap for schools progression suggestion)	Communicate geographical information in a variety of ways e.g. small world environments and drawings maps. Use information from a simple map. Look at aerial views and comment on buildings, open space, roads and other simple features. Know how to make simple maps of imaginary communities using a variety of resources. Know that simple symbols are used to identify features on a map.	Follow directions; up/down, left/right, behind/in front of Use own symbols on imaginary maps in a key. Draw picture maps of imaginary places and from stories. Talk about own maps. Use simple locational language to describe position on a map.	Follow directions; North, East, South, West. Use class agreed symbols on simple map. Spatial matching; match the same area e.g. continent on a larger map. Make a representation of a real place Use a plan and infant atlas to help create simple maps.	Use North, East, South, West to describe location. Begin to use 4 figure coordinates to locate features. Introduce need for standard symbols in a key. Spatial matching, boundary matching; e.g. country boundary on a different scale map. Make a map of a short route with features in the correct order. Give maps a title to show their purpose. Know that contours show height and slope. Use the zoom function to locate places (digital mapping).	Use 4-figure grid reference to locate features on a map. Know the 8 compass points. Use some OS symbols. Make own maps of real places with increasing accuracy (e.g. featurs in the correct places). Use a variety of maps of different scale to locate places. Explain what places are like using a map. Use the zoom function to locate places at different scales (digital mapping). Add photos to specific locations (digital mapping)	Begin to use 6-figure grid references to locate features on a map, knowing they help find a place more accurately. Use 8 compass point to give directions/ instructions. Make sketch maps of an area using OS symbols and a key. Use latitude and longitude in an atlas or globe. Use a linear scale to measure line distance and rivers. Relate maps to each other and to aerial photographs. Follow routes of maps saying what is seen. Use index/contents page of an atlas. Appreciate different map projections. Find 6-figure grid references and check using Grid Reference tool (digital mapping)	Use 6-figure grid reference and 8 compass points to locate features on OS map. Use OS standard symbols. Use a scale bar on all maps. Draw scale plans. Use models and maps to talk about contours and slope. Continue to appreciate different map projections. Begin to interpret distribution maps and use thematic maps for information. Use linear and area measuring tools (digital mapping).

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Enquiry skills	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talk about the features of their own immediate environment and how environments might vary from one another. Provide stories that help children to make sense of different environments.	Use resources provided and their own observations to respond to questions about places.	Select information from resources provided. Use this information and their own observations to ask and respond to questions about places.	Use skills and sources of evidence to respond to a range of geographical questions. Offer reasons for some of their observations and judgements about places.	Use skills and sources of evidence to respond to a range of geographical questions. Offer reasons for some of their observations and judgements about places. Offer explanations for the location for some human and physical features in different localities.	Draw on their knowledge and understanding to suggest suitable geographical questions for study. Use a range of geographical skills and evidence to investigate places and themes.	Identify relevant geographical questions. Drawing on their knowledge and understanding, select and use appropriate skills and evidence to help them investigate places and themes. Reach plausible conclusions and present their findings both graphically and in writing.
Fieldwork	Begin to use geographical skills, including first-hand observation, to enhance their locational awareness Explore and use range of sources of geographical information such as maps, globes, aerial photographs within their play. Use geographical knowledge to plan an area within immediate environment.	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds/surrounding Devise a simple map; maps of school playgrounds, map journey to Goring. Use aerial photographs and plan perspectives.	Use aerial photos to recognise landmarks and basic human and physical features. Use and construct basic symbols in a key. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of routes on a map. Fieldwork: Locality & beach clean up	Use maps, atlases, globes and digital/computer mapping (Google Earth & digimaps) to locate countries and describe features studied. Begin to use fieldwork to observe and record the human features in the local area using a range of methods, including sketch maps. Fieldwork: local shop trade or supermarket	Use maps, atlases, globes and digital/computer mapping (Google Earth & digimaps) to locate countries and describe features studied. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. Use 8 points of a compass and four-figure grid	Use maps, atlases, globes and digital/computer mapping (Google Earth / Digimaps) to locate countries and describe features studied. Use the eight points of a compass, 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.	Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied. Confidently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies.

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	Fieldwork: Visit to places in Goring in the local area. St Mary's church, Angmering woods, Ferring Country Centre	Fieldwork: local shops & beach			references to build knowledge of UK. Fieldwork: Arun or Adur river; public opinion/knowledge of West Sussex	Use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies. Fieldwork: Worthing, London	Fieldwork: Highdown Hill
Locational knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Name the place that the school is located in	Name the four countries of the United Kingdom. Name the four capital cities of the United Kingdom. Name and locate the seas surrounding the UK. Identify and name some physical and human features and landmarks of the four countries and capital cities of the United Kingdom.	Recap Year 1 and: Name and locate the world's seven continents. Name and locate the five oceans. Locate Sri Lanka on a world map. Begin to name some of the world's countries (in relation to hot & cold places.) Begin to identify and locate deserts and poles on a world map.	Confidently name and locate the world's seven continents and five oceans. Name and locate some countries and major cities in Europe including France, Spain and Italy. Name and locate some countries in South America (Peru, Brazil, Colombia). Name and locate key physical and human features studied, including the highest mountains/volcanoes in the world.	Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Arctic and Antarctic circle. Name and locate some European countries, their rivers & mountains. Identify and locate the longest rivers in the world. Locate N. America and the countries within it. Locate the USA and know that it is formed of states, naming some of these.	On a world map, revise areas of similar environmental regions (rainforest/desert), and locate temperate regions. Name and locate many countries and cities in Europe. Review counties knowledge from Y4. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.	Consolidate longitude and latitude with regards to the placement of countries. Name and locate the key topographical features. Locate the 'ring of fire'.

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				Locate environmental regions of rainforest. Know some names of UK mountains. Know Mt Everest is the tallest mountain in the world.	Locate and name the main counties and cities in England and around Sussex. Prime Greenwich meridian and time zones. Key topographical features of the UK. Changes in land use since Anglo Saxons Linking with local History, map how land use has changed in local area over time.		
Place knowledge	Identify similarities and differences between places, drawing on my 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 from stories, non-fiction texts and – when appropriate – maps.	Understand the difference between human and physical geography. <u>Places studied:</u> Goring UK	Observe some similarities and differences between human and physical geography of a small area of UK and small area in a contrasting location (Sri Lanka) <u>Places studied:</u> UK / Sri Lanka	Begin to make comparisons of physical geography between South America / Brazil and the UK. <u>Places studied:</u> South America Europe/UK Goring	Make more detailed comparisons of human and physical geography between the USA and the UK. Compare regions of the UK. <u>Places studied:</u> USA/UK West Sussex/ Leicestershire	Compare 2 different regions in UK rural/urban. Compare land use maps of UK from past with the present, focusing on land use. Make detailed comparisons of human and physical geography between UK and regions of Europe. <u>Places studied:</u> UK – London & Worthing Europe	Understand how places and people are impacted by physical geography. Understand how places studied have changed over time due to human impact. <u>Places studied:</u> Wider world, including Asia & trade links

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Human and physical geography	Name specific features of the natural world, both natural and manmade Understand the effect of changing seasons on the natural world around me	Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary.	Identify the location of hot and cold areas of the world. Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary.	Describe and understand physical geography including mountains, climate zones, biomes and vegetation belts. Begin to understand human geography and trade links between UK and rest of the world. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?	Describe and understand physical geography of rivers. Describe and understand physical geography, including the water cycle. Describe and understand physical geography, including climate zones and biomes of the USA. Describe and understand types of settlements in modern Britain: villages, towns, cities and compare this to types of settlements in Saxon Britain linked to History.	Describe and understand key aspects of settlement and land use in Worthing over time.	Describe and understand key aspects of volcanoes and earthquakes, including plate tectonic. Describe and understand key aspects of distribution of natural resources including energy, minerals and water Fair/unfair distribution of resources – JIGSAW link 'Being Me in My World' Human geography including economic activity between UK and Europe and rest of the world.