



# Holy Family Geography Progression



	Topic Overview						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn - Human and Physical Geography</b>	Where I live	<b>Human</b> Settlements	<b>Human</b> Settlements City, town, village	<b>Physical</b> Rivers and water cycle	<b>Physical</b> Volcanoes and Earthquakes	<b>Human</b> Trade links	Rainforest and Desert biomes
<b>Spring - Locational Knowledge</b>	My school	<b>The UK</b> Countries, capital cities	<b>World</b> Continents, oceans and Europe 4 compass points	<b>Human/Physical</b> 8 compass points, UK areas regions and cities.	<b>World</b> Compare South American Country	Global maps, grid references and OS symbols	Latitude, longitude (link to polar regions)
<b>Summer - Field work</b>	My Town – North Shore Local area walk	Fieldwork – man made and natural Jubilee Gardens	Identify landmarks, roads and entrances on maps. Stanley Park	Human and physical features in the local environment. Tram ride survey.	Human and physical features of a coastal area. Blackpool Pier	Measure and record using maps. Create interactive trail. The Bispham Promenade	Analyse need for locality: Stanley Park

Maps, Atlases and Compass Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know that aerial maps are taken from above like a birds eye view and comment on simple features	Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas	To use world maps, atlases and globes to identify the continents and oceans.	Use of maps, atlases and computer mapping to locate countries in Europe to include the UK inc. Italy.	Use of maps and atlases to identify where Egypt is in Africa and surrounding countries	To use maps, atlases, globes and digital/computer mapping to locate countries in Europe (inc. Ancient Greece)	To use maps, atlases, globes and digital/computer mapping to locate countries in Europe (inc. those involved in WW2)
Explain some similarities and differences between places e.g. seaside and the city and can draw on my experiences from what has been read in class	Name locate and identify the capital cities in the United Kingdom (inc. Blackpool)	The children will name and locate the capital cities of the United Kingdom and its surrounding seas	Use atlases to name and locate the major seas and oceans of the world.	To use atlases and world maps to identify the 'Ring of Fire' in the Pacific Ocean	To use maps, atlases, globes and digital/computer mapping to identify whereabouts busy trade routes exist.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic



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		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		Compare a contrast a non-European locality	Identify Capital cities of European countries	and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Make simple maps of imaginary communities using a variety of construction resources	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		Understand key aspects of physical geography - rivers		Use atlases/maps to track the journey of banana/cocoa beans from country of origin to plate. (Fair Trade)	Describe and understand key aspects of physical geography, including: climate zones and biomes
To begin to use directional language (left, right, near, far).	Devise a simple map; and use and construct basic symbols in a key	Create a map based on a local park	Create a map of the local tram ride, including landmarks.	Looking closely at a coastal area.	Create an interactive trail using QR codes and digital maps.	Analyse need for locality: Anchorsholme Park
Know that simple symbols are used to identify features on a map	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	To use simple compass directions (North, South, East and West) to give directions on a map	To use the eight points of a compass.	To use the eight points of a compass to describe the location of features and routes on a map.	Use 4 & 6 figure grid references on an Ordnance Survey map of North West England Recognise OS symbols	Use 4 & 6 figure grid references on an OS map to identify features of areas (land, water, forest, contour lines for hills)

Fieldwork						
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Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	To use simple fieldwork and observational skills to study the geography of their school and its grounds.	The children will use simple fieldwork and observational skills to study the geography around school. Take a local walk close to school to identify landmarks, road names, entrances to school, post boxes etc.	To use fieldwork to observe and measure the human and physical features of the local environment. "Bring Your Wellies Trip"	To use fieldwork to observe, measure and record the human and physical features of a coastal area.	To use fieldwork to observe, measure and record the human and physical features in Bispham Rock Gardens. Use maps to highlight features of the park and highlight environmental impact humans have on the park	To use fieldwork to observe, measure and record the human and physical features of a local park. Answer the question: How can Anchorsholme Park meet the needs of people of all ages? Use a range of methods, including sketch maps, plans and digital technologies.
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Physical Geography						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know the features of the seaside and of Blackpool	Identify the similarities and differences found in places around the world using correct vocabulary, coast, cliff, mountains	To understand geographical similarities and differences through studying the human and physical geography of major landmarks e.g. Blackpool Tower	Use knowledge gained to understand key aspects of physical geography - rivers	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Egypt.	To look at how trade links have developed. What is fair trade? Where does our shopping come from?	To identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)
Know some similarities and differences between places e.g. seaside and the city and can draw on my experiences and what has been read in class	Use basic geographical vocabulary to refer to the features of coastal towns (esp. Blackpool) including: beach, cliff, coast sea, ocean, river	To use basic geographical vocabulary to refer to: key physical features of castles and their surrounding area including: cliff, coast, forest, hill, mountain, river, soil, valley	Look at physical features of the land and landmarks using Google Earth (inc. Stonehenge)	Identify physical features of volcanoes and earthquakes (inc. Pompeii)		Use aerial photographs, Google maps and plan perspectives to similarities and differences between the Arctic and Antarctic
Understand the signs of the seasons associated with weather	To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world	Whilst focusing on seasonal changes the children will identify seasonal and daily weather patterns in the United Kingdom.	To begin to describe and understand key aspects of: - physical geography including; Coast, cliffs			To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,