



Holy Family Geography Progression



Topic Overview (only shows topics that cover geography objectives)							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A u t u m n 1		Earth Heroes/France	Superheroes/ Florence Nightingale	Tribal Tales	Ancient Egypt	Narnia/Fantasy Worlds Map reading	Hola Mexico
A u t u m n 2		Dinosaurs	Moon Zoom	Scrumdiddlyumptious		Tudors/ Historic Map work	Frozen Kingdom/The Polar Regions
S p r i n g 1		Paws, Claws and Whiskers	Muck and Mess	Tremors (Volcanoes and Earthquakes)		Mini-Beasts World Map Work	WW2/Maps
S p r i n g 2		Enchanted Woodlands	Towers and Tunnels	Predators	Blue Abyss	Space	Victorians/The British Empire
S u m m e r 1		Bright Lights, Big City	Land Ahoy	I am a warrior/Romans	Traders and Raiders		
S u m m e r 2		Brilliant Blackpool/Seaside Town!	Wriggle and Crawl		1066	Ancient Greece	



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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 Sum2	Using world maps, atlases and globes to identify Hawaii, Australia, New Zealand, Tahiti and the province of Newfoundland. Sum 1	Use of maps, atlases and computer mapping to locate countries in Europe to include the UK inc. Italy. Spr 1 & Sum 1	Use of maps and atlases to identify where Egypt is in Africa and surrounding countries Aut 1	To use maps, atlases, globes and digital/computer mapping to locate countries in Europe (inc. Ancient Greece) Spr 1 + Sum 2	To use maps, atlases, globes and digital/computer mapping to locate countries in Europe (inc. those involved in WW2) Spr 1
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	To use world maps, songs and globes to identify the continents and oceans. (esp. where dinosaurs lived) Aut 2	To use world maps, atlases and globes to identify the continents and oceans. Aut1	To use atlases and world maps to identify the 'Ring of Fire' in the Pacific ocean Spr 1	Use atlases to name and locate the major seas and oceans of the world. Spr 2	To use maps, atlases, globes and digital/computer mapping to identify where the most deadly mini-beasts live Spr 1	
	Name locate and identify the capital cities in the United Kingdom (inc. Blackpool) Sum 2	The children will name and locate the capital cities of the United Kingdom and its surrounding seas. Sum 1			Identify Capital cities of European countries (inc. Ancient Greek Cities) Spr 1 & Sum 2	
	How could you get from Blackpool to London? Track on a map Sum 1	The children use the atlases to track the life and work of Florence Nightingale. Aut 1	Use atlases/maps to track the journey of banana/cocoa beans from country of origin to plate. (Fair Trade) Aut 2	Use atlases/maps to track where the Vikings came from and also where they settled on our shores. Sum 1	Use atlases/maps to highlight major Tudor buildings and homes of Henry VIII. Aut 2	Locate the countries of the Victorian British Empire on maps and in Atlases Sum 2
Make simple maps of imaginary communities using a variety of construction resources	Devise a simple map; and use and construct basic symbols in a key Spr 2	They will help Captain Cook to plan his journey by colouring in places on a world map and provide him with a simple key too. Sum 1	Draw a sketch map of Italy (inc. airports, major cities, landmarks and volcano) Spr 1		Draw a sketch map of Greece and some islands. With travel brochures and websites create a key to label why it is popular with today's travellers. Sum 2	Investigate and create map of Mexico and surrounding cities. Focus on historical/geographical features and reasons for tourism Aut 1
To begin to use directional language (left, right, near, far).	To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. (covered in computing – Bee Bots)	To use simple compass directions (North, South, East and West) to give directions on Captain Cook's pirate map Sum 1	To use the eight points of a compass. (Covered in maths geometry)	To use the eight points of a compass to describe the location of features and routes on a map. Sum 1	Use 4 & 6 figure grid references on an Ordnance Survey map of North West England Aut 1	Use 4 & 6 figure grid references on an OS map to identify features of areas (land, water, forest, contour lines for hills) Sum 2
Know that simple symbols are used to identify features on a map					Look at recognising map symbols on OS maps Aut 1	



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Fieldwork						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 and Park View Lytham. Spr 1/Sum 2	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. Sum 2	To use fieldwork to observe and measure the human and physical features of the local environment. "Bring Your Wellies Trip" Aut 1 & Spr 2	To use fieldwork to observe, measure and record the human and physical features of a coastal area. Visit to Fleetwood boating lake/beach Spr 2	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 Sum 2	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.
					Waddecar Residential to include river walk and nature walk Sum 1	Waterpark Residential includes 'journey day' in the Lake District Monthly 'Walking Club' takes children out into the countryside



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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 Aut 1	To understand geographical similarities and differences through studying the human and physical geography of major landmarks: Blackpool Tower and Clitheroe Castle Spr 2	Use knowledge gained to compare geographical similarities and differences between the United Kingdom and Italy. Sum 1	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Egypt. Aut 1	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Greece. Sum 2	To understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and Mexico Aut 1
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 Sum 2	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 Spr 2	Identify physical features of volcanoes and earthquakes (inc. Pompeii) Spr 1			
	Use aerial photographs, Google maps and plan perspectives to recognise woodlands and forests on maps Spr 2	Use NASA website to investigate images of Earth from outer space. Explore the Earth from above on mapping websites, identifying basic geographical features. Try to spot similar features on other planets in a selection of aerial photographs, such as Martian river beds and mountains on Venus. Aut 2	Look at physical features of the land and landmarks using Google Earth (inc. Stonehenge and Mt Vesuvius) Aut 1/Spr 1	Use their geographical skills, landscapes and Google Earth to study major landmarks still standing in Egypt (inc. pyramids, Nile, sphynx, museum) Sum 2	Investigate the landscape of Greece using maps and Google Earth Cross reference with worlds map Sum 2	Use aerial photographs, Google maps and plan perspectives to similarities and differences between the Arctic and Antarctic Aut 2
				Research and debate on the environmental issues and challenges faced in oceans around the world Spr 2		Research the threat of Tourism to the polar environment Aut 2
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 in relation to the Equator and the North and South Poles. Spr 1	Whilst focusing on seasonal changes the children will identify seasonal and daily weather patterns in the United Kingdom. Spr 1	To begin to describe and understand key aspects of: - physical geography including; climate zones, biomes and vegetation belts. Tectonic plates Aut 2/Spr 1		To identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) Spr 2	To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Aut 1 & 2