

Lytchett Matravers Primary School Geography Progression: Knowledge and Understanding

LOCATION AND PLACE							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PLACE	◇ Ask questions about aspects of my familiar world such as the place where I live or the natural world (Wellie Walk) ◇ Know there are different countries in the world ◇ Great Britain and Tanzania on a World Map	◇ Identify the characteristics of Lytchett Matravers ◇ Name and locate the four countries of the UK ◇ Name, describe & compare characteristics of Poole and Lytchett Matravers	◇ Name and locate capital cities of the UK ◇ Name, locate & identify characteristics and topographical features of the 4 countries of the UK ◇ Locate China and Beijing	◇ Name and locate main cities and counties of the UK identifying characteristics ◇ Name and locate topographical features (mountains, rivers, lakes) in regions of the UK and Africa	◇ Identify where countries are within Europe ◇ Identify physical characteristics and key topographical features of the countries within Europe ◇ Name and locate mountains and rivers in the UK around Europe	◇ Locate countries in North and South America; concentrating on environmental regions, key human and physical characteristics and major cities ◇ Name and locate biomes around the world ◇ Locate coasts around the UK; with a focus on Lulworth Cove and Durdle Door	◇ Locate countries around the world; concentrating on environmental regions, key human and physical characteristics that link to trade ◇ Locate El Salvador ◇ Name and locate volcanoes around the world
CONTINENTS			◇ Name the 7 continents	◇ Locate and name the 7 continents	◇ Locate, name and recognise the 7 continents		
SEAS		◇ Name and locate Sandbanks and St. Ives	◇ Name the seas surrounding the UK ◇ Name the 5 oceans	◇ Name and locate the seas surrounding the UK ◇ Name and locate the 5 oceans	◇ Name and locate the 5 oceans and the seas		
GLOBAL POSITION			◇ Understand the location of hot and cold areas of the world in relation to the Equator, the North & South Poles		◇ Identify the position and significance of the Equator, Northern/ Southern hemisphere, Tropic of Cancer/ Capricorn, Arctic/ Antarctic Circle	◇ Identify the position and significance of longitude and latitude	◇ Identify and describe the significance of the Prime/ Greenwich Median and time zones; including night and day
SIMILARITIES AND DIFFERENCES	◇ Look at life in south-west Kenya, focusing on a village of the Luo tribe and compare with their own life	◇ Understand the similarities and differences between Lytchett Matravers and Poole ◇ Discuss similarities and differences between islands in Britain and Sandbanks	◇ Understand similarities and differences through studying human and physical characteristics of the four countries of the UK ◇ Understand similarities and differences through studying human and physical characteristics of London and Beijing	◇ Understand similarities and differences through studying the UK and Africa	◇ Understand similarities and differences through studying the human and physical effects of weather and climate across Europe ◇ Identify human and physical geography characteristics of capital cities within Europe	◇ Understand similarities and differences through studying the human and physical geography of a city in North and South America	◇ Understand similarities and differences through studying the human and physical geography of trade countries around the world

PHYSICAL AND HUMAN GEOGRAPHY							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
FOOD AND TRADE	◊ Explore where different food comes from	◊ Understand why there are shops near the seaside	◊ Start to recognise the key foods produced in the countries of the UK ◊ Compare food production in the UK to rice farms in China	◊ Understand the origins of food (from Farm to Fork) and their distribution across the UK ◊ Understand similarities and differences through studying the cities of UK and Africa	◊ Examine the reasons behind the origins of food and their distribution across Europe ◊ Compare the human and physical characteristics of mountain environment of the UK and Europe	◊ Explore how trade is used in Lulworth Cove ◊ Understand similarities and differences through studying the human and physical geography of a city in North and South America ◊ Explore and present findings about the natural wonders of the world ◊ Understand key aspects of biomes and climate zones	◊ Explore how trade links have changed over time to ensure sustainability and be ethical ◊ Understand similarities and differences through studying the human and physical geography of trade countries around the world
SIMILARITIES AND DIFFERENCES	◊ Talk about the features that make environments different from another	◊ Observe and explain the difference of features between Lytchett Matravers and Poole ◊ Types of housing in Lytchett and Poole ◊ Retail/ shops ◊ Understand the differences between countryside, town, city and village	◊ Begin to know the difference between human and physical features ◊ Similarities and differences in the culture of the cities				
SIGNIFICANT PHYSICAL FEATURES	◊ Physical features: fields, village ◊ Human features:, library, park, farms	◊ Use basic geographical vocabulary to identify features (beach, sea, coast, cliff, city, town, village, port, harbour, shop) ◊ Human characteristics of Poole, Lytchett and the seaside ◊ Physical characteristics of Poole, Lytchett and the seaside	◊ Human and physical features of Belfast, Edinburgh, Cardiff and London ◊ Use basic geographical vocabulary to identify features Physical: Hills, mountains, forest, river, soil, vegetation Human: city, town	◊ Understand and describe key human and physical features of the UK and Africa ◊ Understand the layers of the ocean	◊ Understand the features of mountains ◊ Understand and describe key aspects of rivers ◊ Know how rivers erode, transport and deposit materials	◊ Know about the physical features of coasts and begin to understand erosion and deposition ◊ Understand how different coastal features are formed, and understand that these change over time due to certain factors	◊ Understand the origins of mountains and how they are formed ◊ Understand and describe the physical features of volcanoes and earthquakes ◊ Explore the impact volcanoes have on humans

MAPPING

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MAKE	◇ To draw a simple map (Map of classroom) ◇ Draw a simple map – walk around school	◇ Make a simple plan of the school grounds/ Lytchett Matravers with a simple key ◇ Create a tourist map of Poole	◇ Make a map of the four countries of the UK	◇ Make a street map of a city in the UK	◇ Make a simple map on a grid of a route using a key with standard symbols	◇ Sketch a map of an area in North or South America using OS symbols and a key	◇ Make a detailed sketch map of the world; identifying key topographical features
MAPS	◇ Use and discuss photographs and aerial photos	◇ Use a simple map/ aerial photo to move around the school grounds and around the village ◇ Use an aerial photograph of Poole/ Sandbanks to identify features ◇ Use tourist map of Poole	◇ Use an atlas, map and aerial photos to locate the countries and capital cities of the UK ◇ Use an atlas to locate cities in China ◇ Use tourist maps to compare cultural features of the capital cities of the UK ◇ Use an atlas to locate the seas around the UK ◇ Use an atlas to locate the 5 oceans	◇ Use topographical maps to compare landscapes in the four countries ◇ Use OS maps to explore the mountains in the UK ◇ Use and interpret maps and atlases of the UK, with a focus on the main cities ◇ Use atlases to locate topographical features (mountains, rivers, lakes) in regions of the UK and Africa ◇ Identify landmarks on street maps of UK cities ◇ Use simple climatic maps to compare and contrast weather patterns in Africa and the UK	◇ Use and interpret maps and atlases of cities in Europe ◇ Use topographical maps to compare landscapes within Europe ◇ Use atlases to locate topographical features (mountains, rivers) the UK ◇ Use an atlas to name and locate the 5 oceans ◇ Use an atlas to identify the position and significance of countries in Europe in relation to the Equator, Northern/ Southern hemisphere, Tropic of Cancer/ Capricorn, Arctic/ Antarctic Circle ◇ Use simple climatic maps to compare and contrast weather patterns across Europe	◇ Use an Ordnance Survey map to plan and follow a route ◇ Use and interpret map, globes, atlases and digital/ computer mapping to locate key features in North and South America ◇ Use aerial photographs to explore coasts around UK ◇ Use atlases to identify biomes and climate zones across the world	◇ Use atlases to locate countries around the world ◇ Use geological maps to identify tectonic plates ◇ Use thematic maps to identify and locate volcanoes around the world ◇ Describe countries across the world in relation to time zones; including night and day ◇ Use atlases to locate topographical features (mountains, rivers, lakes) around the world ◇ Use an OS map to navigate on an orienteering exercise <i>*PE LINK*</i> ◇ Use and interpret map, globes, atlases and digital/ computer mapping to locate key features around the world ◇ Use an atlas to identify the position of countries around the world in relation to lines of longitude and latitude to describe locations
KEYS	◇ Explore different maps and keys	◇ Understand why maps need a key	◇ Identify keys and symbols used in tourist maps ◇ Use and construct basic symbols in a key; including weather symbols ◇ Use own key symbols to identify features on their own maps	◇ Understand the keys and symbols of an Ordnance Survey map ◇ Use 4-figure grid references	◇ Use 6-figure grid references to locate landmarks on an Ordnance Survey map	◇ Use an atlas to identify the position of countries in relation to lines of longitude and latitude to describe locations in North and South America	
GRID REFERENCES							

DIRECTION

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	◇ Use simple locational language to describe the location of features	◇ Follow simple compass directions (North, East, South, West) ◇ Use locational and directional language (e.g. near & far/ left & right) to describe the location of features and routes	◇ Use and follow simple compass directions (North, East, South, West) ◇ Use locational and directional language (e.g. near & far/ left & right) ◇ Describe the location and relative position of features in relation to one another using simple compass directions	◇ Create instructions using simple compass directions (North, East, South, West) ◇ Describe the location and relative position of features and cities in relation to one another using simple compass directions	◇ Describe the position of countries relative to the Equator, Northern/ Southern hemisphere, Tropic of Cancer/ Capricorn, Arctic/ Antarctic Circle	◇ Follow instructions using the 8-points of a compass PE LINK OAA ◇ Create directions of a walk from Lulworth Cove to Durdle Door ◇ Describe the position of countries using lines of longitude and latitude	◇ Describe the location of key topographical features of the world relative to each other using the 8-points of a compass ◇ Describe the position of countries globally in relation to time zones

FIELDWORK SKILLS

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
OBSERVE	◊ Go on a walk around the school grounds and talk about what we see	◊ Observe the geography of school and its grounds closely ◊ Observe the geography of Sandbanks	◊ Observe change over time daily	◊ Make systematic and careful observations daily		◊ Observe and record information on the human and physical characteristics of North and South America using a range of methods; sketching maps, plans and graphs *ENGLISH LINK*	◊ Use fieldwork to observe, measure, record and present information on the human and physical characteristics of the world using a range of methods; sketching maps, plans and graphs and using digital technologies *ENGLISH/ COMPUTING LINK*
USE OF EQUIPMENT		◊ Use simple equipment (hand lenses, egg timers)	◊ Begin to select equipment from a limited range ◊ Make increasingly accurate measurements	◊ Use a range of equipment (thermometers and data loggers) ◊ Take accurate measurements (where appropriate) using standard units *MATHS LINK*	◊ Take repeat readings	◊ Observe and record information on the human and physical characteristics of Lulworth Cove using a range of methods; sketching maps, plans and graphs	◊ Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate and explain the need for these
GATHER AND RECORD	◊ Make links and notice patterns in their experience	◊ Gather and record data to help in answering questions	◊ Create tables and charts to classify and compare data (rainfall in the UK compared to China)	◊ Gather, record and classify information in a variety of ways to help in answering questions	◊ Gather, record and classify in a variety of ways to help in answering refined questions		
PRESENT		◊ Present data in tally chart to show how children travel to school ◊ Present data in pictograms to show the rain fall *MATHS LINK*	◊ Present data in pictograms and bar charts to compare rain fall *MATHS LINK*	◊ Present findings in a variety of tables, charts and graphs comparing the weather in the UK and Africa	◊ Present findings in a short written report on mountains and rivers *ENGLISH LINK*	◊ Take measurements using a range of scientific/ geographic equipment with increasingly accuracy and precision, taking repeat readings where appropriate ◊ Use PowerPoint to present findings in a short presentation *COMPUTING LINK*	◊ Present findings using evidence to back up conclusions and hypothesis

ENVIRONMENT AND SUSTAINABILITY

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ENERGY				◇ Understand the difference between renewable and non-renewable sources ◇ Explore how energy can be renewed ◇ Understand how overfishing (due to trade) is impacting the oceans ◇ Describe the impact humans can have on the environment	◇ Explain how dams are used to create energy ◇ Explore what can be done to protect mountain environments	◇ Know about changes to the world environments over time ◇ Understand why people seek, manage and sustain their environment ◇ Explore how deforestation is impacting the environment ◇ What does the future hold for our coasts?	◇ Explain the impact of the Chernobyl nuclear disaster ◇ Understand how humans affect the environment over time
ENVIRONMENTAL IMPACT	◇ Talk about ways in which we can look after the environment	◇ Understand ways that we can change the local area	◇ Discuss ways that we can change the local area				

SETTLEMENT AND LAND USE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	◇ Understand what land is used for in their immediate environment	◇ Understand that land is used for different purposes ◇ Compare settlements between Lytchett Matravers and Poole ◇ Compare land use between Lytchett Matravers and Poole ◇ Compare settlements and land use between Lytchett Matravers and Sandbanks	◇ Describe what a settlement is ◇ Compare settlements between the four countries in the UK ◇ Compare land use between the four countries in the UK ◇ Describe the similarities and differences in how land is used in different capital cities in the UK	◇ Compare settlements between cities in the UK ◇ Compare land use between cities in the UK ◇ Understand what we mean by settlement and how land use influenced settlement ◇ Compare urban and rural settlements	◇ Compare settlements between countries in Europe ◇ Compare land use between countries in Europe ◇ Explore the impact tourism has in mountains ◇ Compare mountain and lowland settlements	◇ Compare settlements between North and South America ◇ Compare land use between North and South America ◇ Discuss land use in biomes across the globe ◇ Explain how land use in a particular area has changed throughout history	◇ Compare settlements between a trade link country (Al Salvador) ◇ Compare land use between a trade link country (Al Salvador) ◇ Draw conclusions and develop informed reasons for the changes in settlement populations with relation to land use and trade ◇ Explain the global supply chain ◇ Understand the importance of fairtrade ◇ Explore how volcanoes and earthquakes impacts settlements and land use

WEATHER

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PATTERNS	Describe the weather in their immediate environment	- Describe seasonal and daily weather changes locally *SCIENCE LINK* - understand weather safety when visiting the beach	- Identify seasonal and daily weather patterns in the 4 countries of the UK *SCIENCE LINK* - Compare the weather in Beijing and London - Understand the dangers of weather	- Explore how weather differs across different African countries - Explore how weather differs across the UK (climate)	Explore how weather differs in mountains	- Understand about weather patterns in North and South America and relate these to climate zones - Explore weather patterns around the rainforest	Understand about world weather and patterns, and relate these to climate zones and how these support trade around the world
WATER CYCLE					- Understand and describe the water cycle and its impact on the weather *DANCE/ SCIENCE LINK* - Understand how severe weather can result in flooding	Understand how water and weather can change coastal landscapes	
CLIMATE ZONES			Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	- Understand how weather effects food production in the UK - Understand how the weather is changing	- Understand how the weather and climate effects food production in Europe - Understand how weather differs and changes in mountain environments	Identify the location of hot and cold areas of the world in relation the Equator, North and South Poles, and how climates changes across climate zones	- Explain how volcanoes can effect weather - Understand how weather and climate affects world trade in produce - Understand how the climate of a region affects imports and exports