



## Geography at Shawclough: Progression Map.



### Curriculum intent:

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Our lessons come with end of unit assessments to give the teacher and adults leading geography confidence in the progression of skills and knowledge and that outcomes have been met. Key words are also highlighted in each lesson pack, to be used by children to deepen their geographical knowledge.



	<p>For the youngest children, understanding the world involves guiding children to make sense of their physical world and community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them- from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that supports understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension</p>
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	Intended experiences Nursery	Intended experiences Reception	Early Learning Goal
Understanding the world	<ul style="list-style-type: none"> <li>To know there are different countries in the world and can talk about some of the difference they may have experienced or seen in photos</li> <li>Can the child name other countries in the world</li> </ul>	<ul style="list-style-type: none"> <li>To explore and talk about the natural world using what they know from stories/ non-fiction</li> <li>To draw information from a simple map</li> <li>To talk about some special places for people in our and other communities</li> <li>To begin to talk about the differences in lives in other countries</li> </ul>	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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 from stories, nonfiction texts and (when appropriate) maps.



	National Curriculum	Year 1 Field Study – school grounds	Year 2 Field Study – Thrum Hall (railway)
Location Knowledge	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none"> <li>To name and locate some places in their locality, the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>To check all knowledge from Year 1 has been retained.</li> <li>To name and locate the world's seven continents and five oceans;</li> <li>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>To draw a simplified sketch map of the UK.</li> </ul>
Place Knowledge	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	<ul style="list-style-type: none"> <li>To compare the UK with a contrasting country in the world;</li> </ul>	<ul style="list-style-type: none"> <li>To compare a local city/town in the UK with a contrasting city/town in a different country;</li> </ul>
Human and Physical Geography	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	<ul style="list-style-type: none"> <li>To know where they live. Point to area on a simple map of the UK.</li> <li>To know where their nearest city is.</li> <li>To identify seasonal and daily weather patterns in UK.</li> </ul>	<ul style="list-style-type: none"> <li>To identify seasonal and daily weather patterns in the United Kingdom</li> <li>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</li> <li>To use basic geographical vocabulary to refer to key physical features, including: beach, cliff,</li> </ul>



			coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
<b>Geographical skills and fieldwork</b>			
Geographical Enquiry	<p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map5</p> <p>Geography – key stages 1 and 2 3.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<ul style="list-style-type: none"> <li>• To teach led enquiries, to ask and respond to simple closed questions.</li> <li>• To use information books/pictures as sources of information.</li> <li>• To investigate their surroundings</li> <li>• To make observations about where things are e.g. within school or local area.</li> <li>• To study the school grounds, noticing human and physical features (e.g. bench and slope/hill)</li> <li>• To notice key human and physical features in the surrounding local environment.</li> <li>• To make basic maps of school grounds, using aerial viewpoints to help.</li> <li>• To use 4 compass points to sketch what they see in all four directions.</li> <li>• To use locational and directional language [e.g near, far, left, right] to describe locations of features (in school grounds/classroom)</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage children to ask simple geographical questions; Where is it? What's it like?</li> <li>• To use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>• To investigate their surroundings</li> <li>• To make appropriate observations about why things happen.</li> <li>• To make simple comparisons between features of different places.</li> <li>• To conduct regular fieldwork activities</li> </ul>
Direction/location		<ul style="list-style-type: none"> <li>• To follow directions (Up, down, left/right, forwards/backwards)</li> </ul>	<ul style="list-style-type: none"> <li>• To follow directions (as yr 1 and inc'. NSEW)</li> </ul>



Drawing Maps		<ul style="list-style-type: none"> <li>To draw picture maps of imaginary places and from stories e.g Jack and the beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>To draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul>
Representation		<ul style="list-style-type: none"> <li>To use own symbols on imaginary map.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand the need for a key.</li> <li>To use class agreed symbols to make a simple key.</li> </ul>
Using Maps		<ul style="list-style-type: none"> <li>To use a simple picture map to move around the school;</li> <li>To recognise that it is about a place.</li> </ul>	<ul style="list-style-type: none"> <li>To follow a route on a map</li> <li>To use a plan view.</li> <li>To use an infant atlas to locate places.</li> </ul>
Scale/Distance		<ul style="list-style-type: none"> <li>To use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li>To begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> </ul>
Perspective		<ul style="list-style-type: none"> <li>To draw around objects to make a plan.</li> </ul>	<ul style="list-style-type: none"> <li>To look down on objects to make a plan view map.</li> </ul>
Map Knowledge		<ul style="list-style-type: none"> <li>To learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</li> </ul>	<ul style="list-style-type: none"> <li>To locate and name on UK map major features e.g. London, River Thames, home location, seas.</li> </ul>
Style of Map		<ul style="list-style-type: none"> <li>To picture maps and globes</li> </ul>	<ul style="list-style-type: none"> <li>To find land/sea on globe.</li> <li>To use teacher drawn base maps.</li> <li>To use large scale OS maps.</li> <li>To use an infant atlas</li> </ul>



Vocabulary		<p>Key Physical Geography vocabulary: forest, hill, mountain, sea, ocean, river, soil, season, weather.</p> <p>Key Human Geography vocabulary: city, capital city, town, village, factory, farm, house, office, shop, Manchester</p> <p>Use locational and directional language [e.g near, far, left, right]</p>	<p>Key Physical Geography vocabulary: (in addition to the previous year) beach, cliff, coast, valley, vegetation, weather patterns, English Channel, Irish Sea, North Sea, Atlantic Ocean, Island</p> <p>Key Human Geography vocabulary: (in addition to the previous year) port, harbour, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, British Isles.</p> <p>Use simple compass directions (North, South, East, West) and locational and directional language [e.g near, far, left, right], sketch, mapping,</p>
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	National Curriculum	Year 3 Field study- from a view point e.g behind Alban	Year 4 Field study – Healey Dell	Year 5 Field study – Rochdale Centre	Year 6 Field study – Whitworth Road
Location Knowledge	Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human	<ul style="list-style-type: none"> <li>To identify where counties are within the UK and the key topographical features.</li> <li>To name and locate the cities of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise the different shapes of continents.</li> <li>To demonstrate knowledge of features about places around them and beyond the UK</li> </ul>	<ul style="list-style-type: none"> <li>To identify and describe the significance of the Prime/ Greenwich Meridian and time zones including night and day.</li> <li>To recognise different shapes of countries.</li> </ul>	<ul style="list-style-type: none"> <li>To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental</li> </ul>



	<p>characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p>		<ul style="list-style-type: none"> <li>• To identify where countries are within Europe; including Russia.</li> <li>• To recognise that people have differing qualities of life living in different locations and environments.</li> <li>• To know how a locality is set within a wider geographical context.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the physical characteristics and key topographic features of the countries within North America.</li> <li>• To know about the wider context of places e.g. county, region and country.</li> <li>• To know location of: Capital cities of countries of British Isles and U.K. seas around U.K., European Union countries with high population and large areas and largest cities in each continent.</li> </ul>	<p>regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> <li>• To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and landuse patterns; and understand how some of these aspects have changed over time.</li> <li>• To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</li> </ul>
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	Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)				Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	<ul style="list-style-type: none"> <li>To recognise there are similarities and differences between places</li> <li>To develop an awareness of how places relate to each other.</li> </ul>	<ul style="list-style-type: none"> <li>To know about the wider context of places – region, country.</li> <li>To understand why there are similarities and differences between places.</li> </ul>	<ul style="list-style-type: none"> <li>To know about the wider context of places – region, country.</li> <li>To understand why there are similarities and differences between places.</li> </ul>	<ul style="list-style-type: none"> <li>To understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</li> </ul>
Human and Physical Geography	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and	<ul style="list-style-type: none"> <li>To explain about weather conditions/ patterns around the UK and parts of Europe.</li> <li>To identify physical and human features</li> </ul>	<ul style="list-style-type: none"> <li>To describe human features of UK regions, cities and/or counties.</li> <li>To understand the effect of landscape features on the development of a</li> </ul>	<ul style="list-style-type: none"> <li>To understand weather patterns around the world and relate these to climate zones.</li> <li>To understand how humans affect the environment over time.</li> </ul>	<ul style="list-style-type: none"> <li>To describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</li> </ul>



	<p>earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>of the locality including key topographical features (inc. hills, mountains, coasts, rivers) and land patterns.</p>	<p>locality and explain about key natural resources e.g. water in the locality.</p> <ul style="list-style-type: none"> <li>To describe how people have been affected by changes in the environment.</li> <li>To explore weather patterns around parts of the world. Know how rivers erode, transport and deposit materials</li> <li>To know about the physical features of coasts and begin to understand erosion and deposition.</li> </ul>	<ul style="list-style-type: none"> <li>To know about changes to world environments over time.</li> <li>To understand why people seek to manage and sustain their environment.</li> <li>To include trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade).</li> </ul>	<p>earthquakes, and the water cycle.</p> <ul style="list-style-type: none"> <li>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>
<b>Geographical skills and fieldwork</b>					
Geographical Enquiry	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<ul style="list-style-type: none"> <li>To begin to ask/initiate geographical questions.</li> <li>To use NF books, stories, atlases, pictures/photos</li> </ul>	<p>RIVERS</p> <ul style="list-style-type: none"> <li>To ask and respond to questions and offer their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to suggest questions for investigating</li> <li>To begin to use primary and secondary sources of evidence in</li> </ul>	<ul style="list-style-type: none"> <li>To suggest questions for investigating</li> <li>To use primary and secondary sources of</li> </ul>



	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ♣ use fieldwork 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>and internet as sources of information.</p> <ul style="list-style-type: none"> <li>• To investigate places and themes at more than one scale</li> <li>• To begin to collect and record evidence</li> <li>• To analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures</li> </ul>	<ul style="list-style-type: none"> <li>• To extend to satellite images, aerial photographs</li> <li>• To investigate places and themes at more than one scale</li> <li>• To collect and record evidence with some aid</li> <li>• To analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul>	<p>their investigations.</p> <ul style="list-style-type: none"> <li>• To investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>• To collect and record evidence unaided</li> <li>• To analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul>	<p>evidence in their investigations.</p> <ul style="list-style-type: none"> <li>• To investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>• To collect and record evidence unaided</li> <li>• To analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> </ul>
Direction/location		<ul style="list-style-type: none"> <li>• To use 4 compass points to follow/give directions:</li> <li>• To use letter/no. co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• To use 4 Compass points well;</li> <li>• To begin to use 8 compass points;</li> <li>• To use letter/no. co-ordinates to locate features on a map confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• To use 8 Compass points;</li> <li>• To begin to use 4 figure co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• To use 8 compass points confidently and accurately;</li> <li>• To use 4 figure co-ordinates confidently to locate features on a map.</li> <li>• To begin to use 6 figure grid refs;</li> </ul>



					use latitude and longitude on atlas maps.
Drawing Maps		<ul style="list-style-type: none"> <li>To try to make a map of a short route experienced, with features in correct order;</li> <li>To try to make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li>To make a map of a short route experienced, with features in correct order;</li> <li>To make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to draw a variety of thematic maps based on their own data.</li> </ul>	<ul style="list-style-type: none"> <li>To draw a variety of thematic maps based on their own data.</li> <li>To begin to draw plans of increasing complexity.</li> </ul>
Representation		<ul style="list-style-type: none"> <li>To know why a key is needed.</li> <li>To use standard symbols.</li> </ul>	<ul style="list-style-type: none"> <li>To know why a key is needed</li> <li>To begin to recognise symbols on an OS map.</li> </ul>	<ul style="list-style-type: none"> <li>To draw a sketch map using symbols and a key;</li> <li>To use/recognise OS map symbols.</li> </ul>	<ul style="list-style-type: none"> <li>To use/recognise OS map symbols.</li> <li>To use atlas symbols</li> </ul>
Using Maps		<ul style="list-style-type: none"> <li>To locate places on larger scale maps e.g. map of Europe.</li> <li>To follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> </ul>	<ul style="list-style-type: none"> <li>To locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>To follow a route on a large scale map.</li> </ul>	<ul style="list-style-type: none"> <li>To compare maps with aerial photographs. -Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</li> <li>To begin to use atlases to find out about other features of places.</li> </ul>	<ul style="list-style-type: none"> <li>To follow a short route on an OS map. Describe features shown on OS map.</li> <li>To locate places on a world map.</li> <li>To use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> </ul>



				(e.g. find wettest part of the world)	
Scale/Distance		<ul style="list-style-type: none"> <li>To begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li>To begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</li> </ul>	<ul style="list-style-type: none"> <li>To measure straight line distance on a plan.</li> <li>To find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul>	<ul style="list-style-type: none"> <li>To use a scale to measure distances.</li> <li>To draw/use maps and plans at a range of scales.</li> </ul>
Perspective		<ul style="list-style-type: none"> <li>To begin to draw a sketch map from a high view point.</li> </ul>	<ul style="list-style-type: none"> <li>To draw a sketch map from a high view point.</li> </ul>	<ul style="list-style-type: none"> <li>To draw a plan view map with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To draw a plan view map accurately.</li> </ul>
Map Knowledge		<ul style="list-style-type: none"> <li>To begin to identify points on maps A,B and C</li> </ul>	<ul style="list-style-type: none"> <li>To begin to identify significant places and environments</li> </ul>	<ul style="list-style-type: none"> <li>To identify significant places and environments</li> </ul>	<ul style="list-style-type: none"> <li>To confidently identify significant places and environments</li> </ul>
Style of Map		<ul style="list-style-type: none"> <li>To use large scale OS maps.</li> <li>To begin to use map sites on internet.</li> <li>To begin to use junior atlases.</li> <li>To begin to identify features on aerial/oblique photographs.</li> </ul>	<ul style="list-style-type: none"> <li>To use large and medium scale OS maps.</li> <li>To use junior atlases.</li> <li>To use map sites on internet.</li> <li>To identify features on aerial/oblique photographs.</li> </ul>	<ul style="list-style-type: none"> <li>To use index and contents page within atlases.</li> <li>To use medium scale land ranger OS maps.</li> </ul>	<ul style="list-style-type: none"> <li>To use OS maps.</li> <li>To confidently use an atlas.</li> <li>To recognise world map as a flattened globe.</li> </ul>



<p>Vocabulary</p>		<p>Key Physical Geography vocabulary: (in addition to previous years) Earth, globe, continents, Europe, Africa, Asia, Oceania, North America, South America, Antarctica, volcano, active, dormant, extinct, eruption, magma, crust, mantle, outer core, inner core, climate zones, natural disasters. Erosion, soil type, rock types.</p> <p>Key Human Geography vocabulary: (in addition to previous years) Empire, migrate, borders, expansion.</p> <p>Use simple compass directions (N,E,S,W), highlands, lowlands, maps, contour lines, scale, gradient, steep, gentle slope, region.</p>	<p>Key Physical Geography vocabulary: (in addition to previous years) source, upper course, valley, waterfall, erosion, ox-bow lake, meander, lower course, mouth, delta. Watercycle, solid, liquid, freezing, melting, evaporation, precipitation, condensation, ground water, flood plain, climate, biomes,</p> <p>Key Human Geography vocabulary: (in addition to previous years) flooding, flood zones, settlement, land use, trade, resources, travel.</p>	<p>Key Physical Geography vocabulary: (in addition to previous years) terrain, climate, counties, regions.</p> <p>Key Human Geography vocabulary: (in addition to previous years) settlement, town, city, land use, region, economic activity, trade route.</p> <p>Use 8 points of a compass, grid-reference, scale, grid lines, OS symbols, longitude, latitude, Northern and Southern hemisphere, Prime/Greenwich Meridian, time zones.</p>	<p>Key Physical Geography vocabulary: Consolidate from previous years Mainland, rural, urban</p> <p>Key Human Geography vocabulary: (in addition to previous years) import, Fairtrade, export, civilisation, global supply chain, globalisation.</p>
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