



# St Peter's CE (VA) Primary School

## Curriculum Progression Map - Geography

Objectives	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
<b>Location</b> <ul style="list-style-type: none"> <li>I can locate places on the map.</li> </ul>		ELG -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.	<b>Where in the world is it located?</b> <b>Where is it near?</b> <b>How do you get to ...?</b> <ul style="list-style-type: none"> <li>Picture maps and globes</li> </ul>	<b>Where in the world is it located?</b> <b>Where is it near?</b> <b>How do you get to ...?</b> <ul style="list-style-type: none"> <li>Find land/sea on globe.</li> <li>Use teacher drawn base maps.</li> <li>Use large scale OS maps.</li> <li>Use an infant atlas</li> </ul>	<b>Where in the world is it located?</b> <b>Where is it near?</b> <ul style="list-style-type: none"> <li>Use large scale OS maps.</li> <li>Begin to use map sites on internet.</li> <li>Begin to use junior atlases.</li> <li>Begin to identify features on aerial/oblique photographs</li> </ul>	<b>Where in the world is it located?</b> <b>Where is it near?</b> <ul style="list-style-type: none"> <li>Use large and medium scale OS maps.</li> <li>Use junior atlases.</li> <li>Use map sites on internet.</li> <li>Identify features on aerial/oblique photographs.</li> </ul>	<b>Where in the world is it located?</b> <b>Where is it near?</b> <ul style="list-style-type: none"> <li>Use index and contents page within atlases.</li> <li>Use medium scale land ranger OS maps.</li> </ul>	<b>Where in the world is it located?</b> <b>Where is it near?</b> <ul style="list-style-type: none"> <li>Use OS maps.</li> <li>Confidently use an atlas.</li> <li>Recognise world map as a flattened globe.</li> </ul>	Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.
<b>Place Knowledge</b> <ul style="list-style-type: none"> <li>I understand about different places.</li> </ul>	<ul style="list-style-type: none"> <li>Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year</li> </ul>	ELG - 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. ELG - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ELG - Understand some important processes and changes in the natural world around	<b>What is it like to live in..?</b> <b>What is the weather like there?</b> <b>How is it similar / different to where we live?</b> <ul style="list-style-type: none"> <li>Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>Use information books/pictures as sources of information.</li> <li>Investigate their surroundings</li> <li>Make observations about where things are e.g. within school or local area</li> <li><u>Themes:</u> ✓ Weather</li> </ul>	<b>What is it like to live in..?</b> <b>What is the weather like there?</b> <b>How is it similar / different to where we live?</b> <ul style="list-style-type: none"> <li>Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>Investigate their surroundings</li> <li>Make appropriate observations</li> </ul>	<b>What is the effect of its location on the place?</b> <b>What is it like? - physical geography</b> <b>What is it like? - human geography.</b> <b>How is it similar / different to where we live / places we have already studied / other places on the same theme?</b> <ul style="list-style-type: none"> <li>Begin to ask/initiate geographical questions.</li> <li>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>Investigate places and</li> </ul>	<b>What is the effect of its location on the place?</b> <b>What is it like? - physical geography</b> <b>What is it like? - human geography.</b> <b>How is it similar / different to where we live / places we have already studied / other places on the same theme?</b> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas.</li> <li>Extend to satellite images, aerial photographs</li> <li>Investigate places and themes at more than one scale</li> </ul>	<b>What is the effect of its location on the place?</b> <b>What is it like? - physical geography</b> <b>What is it like? - human geography.</b> <b>How is it similar / different to where we live / places we have already studied / other places on the same theme?</b> <ul style="list-style-type: none"> <li>Begin to suggest questions for investigating</li> <li>Begin to use primary and secondary sources of evidence in their investigations.</li> <li>Investigate places with more emphasis on the</li> </ul>	<b>What is the effect of its location on the place?</b> <b>What is it like? - physical geography</b> <b>What is it like? - human geography.</b> <b>How is it similar / different to where we live / places we have already studied / other places on the same theme?</b> <ul style="list-style-type: none"> <li>Suggest questions for investigating</li> <li>Use primary and secondary sources of evidence in their investigations.</li> <li>Investigate places with more emphasis on the larger scale;</li> </ul>	Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.  Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate

		them, including the seasons.	<ul style="list-style-type: none"> <li>✓ Local area</li> <li>✓ British Isles</li> </ul>	about why things happen. <ul style="list-style-type: none"> <li>• Make simple comparisons between features of different places.</li> </ul>	themes at more than one scale <ul style="list-style-type: none"> <li>• Begin to collect and record evidence aided</li> <li>• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and record evidence with some aid</li> <li>• Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul>	larger scale; contrasting and distant places <ul style="list-style-type: none"> <li>• Collect and record evidence unaided</li> <li>• Analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life</li> </ul>	contrasting and distant places <ul style="list-style-type: none"> <li>• Collect and record evidence unaided</li> <li>• 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>	from the Ice Age to the present; and glaciation, hydrology and coasts Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems
<b>Communicate</b> <ul style="list-style-type: none"> <li>• I can use a wide range of geographical words in my work.</li> <li>• I can share my knowledge in a number of ways.</li> </ul>			Season, Seasonal, Weather, City, Town, Village, Map, Factory, Farm, House, Office, Port, Harbour, Shop, Continent, Country, Equator, Factory, Farm	Plan, Symbol, Beach, Cliff, Sea, Coast, Forest, Hill, Mountain, Ocean, River, Soil, Valley, Vegetation, Compass, Locality, Pattern, Perspective, Landmark	Climate, Fieldwork, Land use, Region, Trade	Distribution, Global, Tropic of Capricorn, Tropic of Cancer, Characteristics	Variation, Vegetation belt, Hemisphere, Resource, Scale, Significance, Latitude, Longitude	Biome, Topographical, Time zone, Human processes, Interaction	
	<ul style="list-style-type: none"> <li>•</li> </ul>	ELG -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.	<ul style="list-style-type: none"> <li>• Writing - poetry, lists, expressing own views, letter.</li> <li>• Expressing own views through speaking. Give simple reasons for likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing - poetry, lists, expressing own views, letter.</li> <li>• Expressing own views through speaking. Give detailed reasons for likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing - poetry, newspaper, e-mail, letter</li> <li>• Identify and explain different views of people including themselves.</li> <li>• Explore geographical issues through discussion or through drama using role play eg views on building new quarry</li> </ul>	<ul style="list-style-type: none"> <li>• Writing - poetry, newspaper, e-mail, letter, charts, graphs</li> <li>• Identify and explain different views of people including themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays</li> <li>• Identify and explain different views of people including themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays</li> <li>• Give increased detail of views, give detailed reasons influencing views and how they are justified</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>Geographical Skills &amp; Fieldwork</b> <ul style="list-style-type: none"> <li>I can use a wide range geographical and fieldwork skills:-</li> </ul>			Any of: Field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements	Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.
<b>Field sketching</b>	•	•	<ul style="list-style-type: none"> <li>Draw simple features they observe in their familiar environment.</li> <li>Add colour and textures to prepared sketches.</li> </ul>	<ul style="list-style-type: none"> <li>Draw an outline of simple features they observe.</li> <li>Add colour, texture and detail to prepared field sketches.</li> <li>Join labels to correct features.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a sketch of a simple feature from observation or photo.</li> <li>Add colour, texture and detail to own field sketches.</li> <li>Add title and descriptive labels with help</li> </ul>	<ul style="list-style-type: none"> <li>Pick out the key lines and features of a view in the field using a viewfinder to help.</li> <li>Annotate their sketch with descriptive and explanatory labels.</li> <li>Add title, location and direction to sketch.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their sketch against criteria and improve it.</li> <li>Use sketches as evidence in an investigation.</li> </ul>	<ul style="list-style-type: none"> <li>Select field sketching from a range of techniques for an investigation.</li> <li>Evaluate quality of the evidence it gives.</li> <li>Annotate sketches to describe and explain geographical processes and patterns.</li> </ul>	Interpret Ordnance Survey maps in the classroom and the field.
<b>Measurement</b>	•	•	<ul style="list-style-type: none"> <li>Use everyday language to describe features eg <i>bigger, smaller than.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use everyday non-standard units eg <i>hands for length.</i></li> <li>Counts the number of eg <i>children who come to school by car.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use everyday standard and non-standard units occasionally eg <i>A trundle wheel for metres.</i></li> <li>Count up to 100 eg. <i>for a traffic survey they cross number on a hundred square for each vehicle.</i></li> <li>Begin to organise recordings.</li> </ul>	<ul style="list-style-type: none"> <li>Use easy to read instruments E.g. <i>rain gauge or metre tape.</i></li> <li>Count and record different types at the same time using a tally E.g. <i>counting types of shops.</i></li> <li>Organise results in a spreadsheet.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use a range of measuring instruments in investigations.</li> <li>Design own census, pilot, with help, and evaluate it.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use a range of measuring instruments in investigations.</li> <li>Design own census, pilot and evaluate it.</li> </ul>	Use Geographical Information Systems (GIS) to view, analyse and interpret places and data Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
<b>Map Skills Direction / Location</b>	•	•	<ul style="list-style-type: none"> <li>Follow directions (Up, down, left/right, forwards/backwards)</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions (as yr 1 and inc'. NSEW)</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points to follow/give directions:</li> <li>Use letter/no. co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points well:</li> <li>Begin to use 8 compass points;</li> <li>Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points;</li> <li>Begin to use 4 figure co-ordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points confidently and accurately;</li> <li>Use 4 figure co-ordinates confidently to locate features on a map.</li> <li>Begin to use 6 figure grid refs; use latitude and</li> </ul>	Interpret Ordnance Survey maps in the classroom and the field, including using grid references, topographical and other thematic mapping.

								longitude on atlas maps.	
<b>Using maps</b>	•	ELG -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge maps.	<ul style="list-style-type: none"> <li>Use a simple picture map to move around the school;</li> <li>Recognise that it is about a place.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a route on a map.</li> <li>Use a plan view.</li> <li>Use an infant atlas to locate places.</li> </ul>	<ul style="list-style-type: none"> <li>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> </ul>	<ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>Follow a route on a large scale map.</li> </ul>	<ul style="list-style-type: none"> <li>Compare maps with aerial photographs.</li> <li>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</li> <li>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</li> </ul>	<ul style="list-style-type: none"> <li>Follow a short route on an OS map. Describe features shown on OS map.</li> <li>Locate places on a world map.</li> <li>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> </ul>	Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
<b>Drawing maps</b>	•	•	<ul style="list-style-type: none"> <li>Draw picture maps of imaginary places and from stories.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul>	<ul style="list-style-type: none"> <li>Try to make a map of a short route experienced, with features in correct order;</li> <li>Try to make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Make a map of a short route experienced, with features in correct order;</li> <li>Make a simple scale drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to draw a variety of thematic maps based on their own data.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a variety of thematic maps based on their own data.</li> <li>Begin to draw plans of increasing complexity.</li> </ul>	•
<b>Scale / Distance</b>	•	•	<ul style="list-style-type: none"> <li>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> </ul>	<ul style="list-style-type: none"> <li>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>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>Measure straight line distance on a plan.</li> <li>Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul>	<ul style="list-style-type: none"> <li>Use a scale to measure distances.</li> <li>Draw/use maps and plans at a range of scales.</li> </ul>	Interpret Ordnance Survey maps in the classroom and the field, including using scale.
<b>Photography</b>	•	•	<ul style="list-style-type: none"> <li>Recognise a photo taken by a teacher as a record of what they have seen.</li> </ul>	<ul style="list-style-type: none"> <li>Use a camera in the field with help to record what they have seen.</li> <li>Label the photo with help.</li> </ul>	<ul style="list-style-type: none"> <li>Point out useful views to photograph for their investigation.</li> <li>Add titles and labels to photos giving date and location.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest how photos provide useful evidence for their investigations.</li> <li>Use a camera independently</li> <li>Locate a photo on a map.</li> <li>Annotate the photo.</li> </ul>	<ul style="list-style-type: none"> <li>Make a judgement about the best angle or viewpoint.</li> <li>Evaluate usefulness of their photos.</li> <li>Use photos for their investigations.</li> </ul>	<ul style="list-style-type: none"> <li>Select photography from a range of techniques as the most appropriate for the evidence they need.</li> <li>Evaluate the quality of the evidence they collect this way.</li> </ul>	Interpret Ordnance Survey maps in the classroom and the field, including using aerial and satellite photographs
<b>Video/Audio Recording</b>	•	•	<ul style="list-style-type: none"> <li>Recognise a video/recording taken by a teacher as a</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the features/activities/sounds on a</li> </ul>	<ul style="list-style-type: none"> <li>Point out useful views/sounds to record for their investigation.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest what to record for their investigation.</li> </ul>	<ul style="list-style-type: none"> <li>Make a judgement about the best angle or viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use editing techniques to make a</li> </ul>	•

			record of what they have seen/heard.	recording taken by the teacher. <ul style="list-style-type: none"> <li>Operate, with help, recording equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Watch/listen carefully to recordings and write what they find out.</li> </ul>	<ul style="list-style-type: none"> <li>Commentate on the recording, describing and suggesting explanations of what they see.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate usefulness of their recordings.</li> <li>Use recordings for their investigations.</li> </ul>	presentation recording. <ul style="list-style-type: none"> <li>Select recording from a range of techniques as the most appropriate for the evidence they need.</li> <li>Evaluate the quality of the evidence they collect this way.</li> </ul>	
<b>Questionnaire</b>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Listen to an adult asking another child or adult about familiar environments or activities, eg, <i>About their home or holidays.</i></li> </ul>	<ul style="list-style-type: none"> <li>Ask a familiar person prepared questions, eg <i>"What do you like best about our playground?"</i>.</li> <li>Use a pro-forma and put ticks in boxes.</li> </ul>	<ul style="list-style-type: none"> <li>Gain confidence in speaking to an unfamiliar person.</li> <li>Records some of what they found out, eg <i>talking to a builder about where materials come from.</i></li> <li>Use a simple database to present findings.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest questions to ask as part of an investigation.</li> <li>Use appropriate geographical vocabulary.</li> <li>Record the main points shortly after eg <i>Asks questions to a policeman about road safety issues in a town.</i></li> <li>Use a database to present findings.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare questions for an interview.</li> <li>Use appropriate language.</li> <li>Ask questions that are responsive to the interviewee's views.</li> <li>Make brief notes during an interview to help them make a clear record of the main points.</li> <li>Use a database to interrogate and amend information collected.</li> </ul>	<ul style="list-style-type: none"> <li>Select interviewing as an appropriate method for collecting evidence.</li> <li>Decide on an appropriate interviewee.</li> <li>Prepare and carry out interview, sometimes in a formal situation.</li> <li>Evaluate the quality of the evidence.</li> <li>Use a database to interrogate and amend information collected.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>