

# St Teresa's Catholic Primary School

## Geography Progression Map

*Respect - Resilience - Read - Retain*

*'Do the little things well'*



# St Teresa's School Geography Progression

## Locational and Place Knowledge

Nursery	Reception	KS1	LKS2	UKS2
<p>Name parts of the Nursery environment.</p> <p>Describe their own house.</p> <p>Describe different types of houses (Linked to stories – Three Little Pigs)</p> <p><b>Walk to the local library taking notice of their local environment and commenting on what they see.</b></p> <p>Recall a journey through discussion/ photographs and story pictures.</p> <p>Make a simple 3D plan of a journey using blocks/ junk materials/ loose parts.</p> <p><b>Be introduced to the globe and the concept of land and water.</b></p> <p>Follow positional language, on top, under, beneath, next to, besides.</p>	<p>Name and locate parts of the school environment.</p> <p><b>Understand they live in Hartlepool.</b> <b>With help locate Hartlepool on a map of England.</b></p> <p>Walk around the local area and visit the shops. Know why there is a need for the shops, schools, churches, library. Describe where they live and the surrounding area – shops, roads, parks etc.</p> <p><b>Use a globe and simple maps to identify land/ countries and sea.</b></p> <p>Begin to describe their relative position through stories, games, PE, walking around the locality.</p> <p>Use comparative language to describe objects as ne or far away. Know that the Arctic, China and Australia very far away from where they live.</p> <p>Describe from photographs different environments around the world. Begin to ask questions and compare features of different environments.</p>	<p>Know the name of the nearest town. Know their address, including postcode</p> <p><b>Know the names of the four countries that make up the UK . Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.</b></p> <p>Know why so many important buildings are located in London.</p> <p><b>Know the names of the three main seas that surround the UK.</b></p> <p><b>Know the names of and locate the seven continents of the world</b></p> <p><b>Know the names of and locate the five oceans of the world</b></p> <p>Know features of hot and cold places in the world. <b>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</b></p> <p>Know the main differences between the climate and features of a place in England and that of a small place in a non-European country.</p> <p>Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth.</p> <p>Contrast a place they know well with another they are not familiar with, using maps, photographs, and videos to help make comparisons.</p>	<p><b>Know the difference between Great Britain, The British Isles and the United Kingdom</b></p> <p><b>Know the names of and locate major cities (London, Cardiff, Edinburgh, Belfast, Newcastle, Manchester, Birmingham) and home county/ region in the UK</b></p> <p><b>Know, name and locate some of the main rivers (River Tees, Tyne, Thames, Severn, Trent and Mersey) and some mountain regions (Ben Nevis, Snowdon, Scafell Pike) in the UK</b></p> <p><b>Name and locate Europe on a map</b></p> <p><b>Know the names of and locate European countries - France, Spain, Italy, Germany, Russia, Greece, Switzerland, Norway and their capital cities.</b></p> <p><b>Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic and Tropic of Cancer, Tropic of Capricorn</b></p> <p>Know where the equator, and the Greenwich Meridian are on a world map.</p> <p><b>Know and name the eight points of a compass</b></p> <p>Explain clearly the main differences between a village, town and city</p> <p><b>Know the main differences between a rural and an urban location within the UK</b></p>	<p><b>Name and locate the 7 continents and 5 oceans on an unmarked map</b></p> <p>Know where countries in the British commonwealth are situated</p> <p>Name and locate North and South America on an unmarked map. Name and locate the countries in North America and their capital cities. Name and locate 3 countries within South America</p> <p>Know key differences between living in the UK and in a country in either North or South America.</p> <p><b>Know the names of and locate at least eight major capital cities across the world</b></p> <p><b>Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal</b></p> <p><b>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere the Tropics of Cancer and Capricorn</b></p> <p><b>Know what is meant by latitude and longitude.</b></p> <p><b>Know what is meant by the term 'tropics'</b></p> <p>Know the names of four countries from the southern and four from the northern hemisphere</p> <p>Know about time zones and work out differences</p>

			<p>Understand that countries have defined borders and that each country has its own government or equivalent</p> <p>Compare and contrast two regions within the UK that are very different</p> <p>Begin to appreciate why physical and human features will be different in these places</p> <p><b>Know that climate and physical features has an important part to play when considering where and how people live.</b></p> <p>Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate</p> <p>Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months</p>	<p><b>Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly.</b></p> <p>Know and recognise many of Europe's key landmarks</p> <p><b>Know and recognise the physical conditions necessary for the creation of different biomes</b></p> <p>Contrast the main features found in two different biomes, e.g., tropical rainforest and desert.</p> <p>Appreciate that most countries have capital cities from where their government operates but these can sometime change.</p> <p>Appreciate how historically there have been changes to many countries across the world, including changes in names.</p> <p>Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with</p>
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## Human and Physical

Nursery	Reception	KS1	LKS2	UKS2
<p><b>Begin to talk about features of the Nursery environment.</b></p> <p>Understand there is a range of transport available and these serve a purpose.</p> <p><b>Begin to recognise seasonal changes in the weather.</b></p> <p>Begin to make simple observations of plants in their environment and talk about changes.</p> <p>Begin to know there are different countries in the world and talk about the simple differences they have experienced or seen in photos (holidays, videos, stories).</p> <p><b>Talk about photographs from around the world using simple geographical language commenting on weather and plants.</b></p>	<p><b>Talk about features of the school environment (lunch hall, playground, office etc)</b></p> <p>Understand there is a range of transport available locally and these serve different purposes</p> <p><b>Understand that the weather changes with the seasons. (linked to walks in school/local area)</b></p> <p>Use weather symbols to represent weather observations.</p> <p>Make observations of plants and weather in their environment and talk about changes.</p> <p><b>Begin to use some geographical language through stories, topics and photographs: forest, sea, ocean, river, meadow, pond, volcano, mountain.</b></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class.</p> <p><b>Identify features created by humans (houses, shops, farm) and those created by nature (cliffs, beaches, trees, grass, weather)</b></p> <p>Use photographs, videos and stories to talk about different environments around the world. Begin to talk about similarities/ differences e.g. The Arctic (tundra), African grasslands, mountains of China, Australian bush.</p>	<p><b>Use basic geographical vocabulary to refer to key human features, including: house, farm, office, shop, factory</b></p> <p><b>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean</b></p> <p><b>Know which is the hottest and coldest season in the UK .</b></p> <p>Know and recognise main weather symbols.</p> <p>Begin to appreciate the different weather patterns in the UK.</p> <p><b>Know the main differences between city, town and village.</b></p> <p>Know some of the advantages and disadvantages of living in a city or village.</p> <p><b>Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles.</b></p> <p>Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people</p> <p><b>Know and identify the following physical features: mountain, lake, island, river, cliff, forest and beach.</b></p> <p><b>Know why is it important to recycle.</b></p>	<p><b>Use images and maps to recognise human features of places studied</b></p> <p><b>Identify seasonal and daily weather patterns in the UK</b></p> <p>Describe and understand key aspects of climate zones</p> <p>Know about the positive and negative features of plastic</p> <p>Use basic geographical vocabulary to refer to key physical features, (as above and) including: season, weather</p> <p><b>Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc.</b></p> <p>Know the names of a number of the world’s highest mountains.</p> <p><b>Know and label the main features of a river .</b></p> <p>Know the name of and locate a number of the world’s longest rivers.</p> <p>Know why most cities are situated close to a river.</p> <p>Know and explain the features of a water cycle.</p> <p><b>Recognise how human geographical features change over time.</b></p> <p><b>Know what causes an earthquake and tsunami</b></p> <p>Label the different parts of a volcano</p>	<p><b>Know about the key human and physical differences between living in the UK and a different European country</b></p> <p><b>Know what is meant by biomes and what are the features of a specific biome</b></p> <p>Label layers of a rainforest and know what deforestation is</p> <p>Know the term ‘fair trade’ and its implications on the lives of so many people</p> <p>Know why ports are important for world trade</p> <p>Understand why their village/ town or city exists and what brought people to live there</p> <p>Understand the issues associated with Fair Trade</p> <p>Understand how ideal settlements may have changed over time.</p> <p><b>Know the names of and locate some of the world’s deserts</b></p> <p><b>Know about climate change and its potential impact on our lives</b></p> <p><b>Know why industry is important to the world</b></p> <p>Know about the issues associated with Brexit</p> <p>Know how the lives of children vary across the world</p>

			<p>Know that people's jobs are determined by where they live.</p> <p><b>Understand what is meant by being environmentally friendly. Know why recycling is important. Understand some of the arguments put forward in relation to green energy.</b></p>	<p><b>Understand how the effect and response to natural disasters studied is linked to a country's wealth. (High income country /low income country )</b></p> <p><b>Understand and describe the 'Geotrio' in respect to the effects of and response to natural disasters (social, economic, environmental).</b></p> <p>Compare human and physical features of a place in the UK with a European or non-European locality studied. Reflect on the key changes that have occurred in buildings, trade and population.</p> <p>Understand the consequence of ignoring climate change.</p>
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## Geographical Skills and Field Work

Nursery	Reception	KS1	LKS2	UKS2
<p><b>Introduce children to the idea of a map.</b></p> <p><b>Walk around the nursery environment (and wider school).</b></p> <p>Discuss geographical elements in photographs.</p> <p><b>Make junk model maps.</b></p> <p>Begin to represent geographical features in small world.</p> <p><b>Begin to give positional cues, on top, next to, in front of, behind.</b></p>	<p><b>Walk around the local area noticing features.</b></p> <p>Name and describe the road they live in.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Introduce vocabulary to help children express their opinions and views – busy, quiet, loud, noisy, clean, dirty, litter, graffiti.</p> <p><b>Devise simple picture maps using photographs, progressing to drawing pictures. Begin to represent geographical features.</b></p> <p>Make simple pictorial representations or chart of observations or information gathered.</p> <p><b>Label simple diagrams and pictures</b> <b>Discuss elements in photographs – weather, hot, cold, etc.</b></p> <p><b>Describe and experiment with direction of movement.</b></p> <p>Use a magnifying glass.</p> <p>Use a camera to take still and moving images.</p> <p><b>Add detail to a map of a familiar place – bedroom, classroom.</b></p> <p><b>Use a simple map with an adult and a programmable toy.</b></p>	<p><b>Use maps and atlases to identify the United Kingdom and its countries and seas.</b></p> <p><b>Locate the nearest town or city on map of the UK.</b></p> <p>Locate a number of cities on a map of the UK</p> <p>Devise a simple map; route to school. Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.</p> <p><b>Create simple maps with a common key</b></p> <p>Understand why it is important for all streets to have a name, including post code</p> <p><b>Talk about the features in their local environment</b></p> <p>Observe and record information about the local area, i.e. types of shops, bus stops etc.</p> <p><b>Be able to look at a simple map and recognise key landmarks, such as a church.</b></p> <p>Take photographs of locally interesting geographical features</p> <p>Talk about the main differences between a world map and a globe.</p> <p><b>Use simple compass directions (North, South, East and West) and locational and directional language [e.g, near and</b></p>	<p><b>Use maps to locate European countries and capitals</b></p> <p><b>Use a globe to gain a better understanding about countries' location (USA and Russia, for example)</b></p> <p><b>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</b></p> <p><b>Distinguish between the Northern and Southern hemisphere on both a world map and a globe</b></p> <p><b>Talk about the features in their local environment and compare it with another they know</b></p> <p><b>Introduce the concepts of North East, South East etc</b></p> <p>Create a report after a fieldwork activity that focuses on geographical features observed</p> <p><b>Use systematic sampling and data collecting as part of fieldwork activity</b></p>	<p><b>Create own OS style symbols for a key. Recognise ordnance survey (OS) symbols and know what they stand for.</b></p> <p><b>Identify features of a globe (latitude, longitude, equator, northern and southern hemispheres, tropics)</b></p> <p><b>Develop knowledge of a place by comparing street maps with aerial images.</b></p> <p>Understand time zones</p> <p><b>Use graphs to record features such as temperature or rainfall across the world</b></p> <p>Use appropriate special language when giving directions</p> <p>Recognise most of the symbols used on a UK road map, including status of roads</p> <p>Understand some of the main features of a satnav</p> <p><b>Use maps to locate world countries and capitals</b></p> <p><b>Use the eight points of the 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.</b></p> <p>Use Google Earth to locate a country or place of interest and follow the journey of rivers, etc.</p>

	<p>Use simple positional cues – gives directions around the room or a space</p>	<p><b>far; left and right], to describe the location of features and routes on a map.</b></p>		<p>Understand how to use digimaps</p> <p><b>Be familiar with topographical maps and know about contours, etc</b></p> <p><b>Set up a geographical fieldwork enquiry, starting with a hypothesis</b></p> <p><b>Carry out tests over time, evaluate changes and consolidate their understanding</b></p> <p><b>To review, apply and consider next steps as a result of their geographical enquiry</b></p> <p>Create journey booklets, to include maps, sketches and samples to capture what a place is like</p>
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