Concepts and Components Curriculum Progression Map

Directional						
EYFS / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to use simple directional language to describe the location of features within my own environment (outdoor areas and garden).	I know how to use locational and directional language to describe the location of features on a simple route.	I know how to use and follow the simple compass directions and location and directional language. (N, E, S, W)	I know how to use the eight-point compass directions. (N, E, S, W, NE, NW, SE, SW) (Continuous Provision)	I know how to use and follow the eight-point compass directions. (N, E, S, W, NE, NW, SE, SW) (Continuous Provision)	I know how to create instructions using the eight-point compass directions. (N, E, S, W, NE, NW, SE, SW)	I know how to use, apply and describe the locations of features around the globe using eight-point compass directions. (N, E, S, W, NE, NW, SE, SW)
		I know how to describe the location and relative position of features in relation to one another using simple compass directions.	I know how to describe the location and relative position of features in relation to one another using simple compass directions.	I know how to describe a country's position in relation to the position of the Equator and the Northern and Southern Hemisphere.	I know how to describe a country's position in relation to the position of the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.	I know how to describe a country's position of the Prime/ Greenwich Meridian, Lines of Latitude and Longitude and Time Zones (Including Day and Night).

Map Work						
EYFS / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to draw and make real and imaginary maps (missing dinosaur egg, trip to the library).	I know how to use a map to move around my school environment both indoors and outdoors and the local area. I know how to make a simple map of the school grounds. I know how to draw a simple route.	I know how to make a map of a familiar place and draw a short route in the correct order.	I know how to make a more detailed map of a known area using standard OS symbols as a key.	I know how to make a more detailed map of a known area using standard OS symbols and four-figure grid references.	I know how to create and follow a simple route on an OS map using my knowledge of the key and basic symbols to build a knowledge of a location. I know how to make a more detailed map of the local area using standard OS symbols as a key. I know how to make a sketch map. I know how to draw my own thematic maps.	I know how to navigate using an OS map, applying my knowledge of the key and a wide variety of symbols on an OS map to build knowledge of a location (symbols related to roads and paths, public rights of way, vegetation and landmarks). I know how to make a more detailed map of the local area using standard OS symbols and six-figure grid references.

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I know that google maps show me where things are (can recognise features of the school e.g. sails and playground).	I know maps show me features of a location I know how to use photographs to identify features.	I know how to add labels to a map. I know that when you zoom in on a digital map, landmarks can be seen in more detail.	I know how to read a key and identify standard symbols of an OS map (E.g. Telephone, school, carpark, airport, hospital, place of worship.) I know how to add annotations and text to explain features and places.	I know how to use the key and standard symbols of an OS map to build knowledge of a location (Symbols related to roads and paths, public rights of way, vegetation and landmarks.) I know how to use thematic maps.		
I know that a globe shows us the world (blue is the ocean, green and yellow is the land).	I know how to use a map, atlas or globe to locate the four countries of the UK, capitals and surrounding areas.	I know how to use an atlas and globe to locate the continents and oceans.	I know how to locate cities and counties of the United Kingdom on a map and in an atlas.	I know how to locate European countries on a map.	I know how to locate North and South American regions on a map.	I know how to locate regions in Africa and Asia on a map.
				I know how to use a four-figure grid reference to build knowledge of the United Kingdom and Europe.	I know how to use a six-figure grid references to build knowledge of North and South America.	I know how to use a six-figure grid reference to build knowledge of the United Kingdom and the wider world.
		I know how to estimate distance using a scale.	I know how to calculate distances using a scale.	I know how to relate scale on a map to the outdoors.	I know how to use a scale bar on maps.	I know how to compare scales on a map. I can draw accurately measured plans.
		I know how to use aerial photographs and online resources to recognise landmarks and basic physical and human features of two different countries.	I know how to use maps to identify physical and human features of cities and counties in the United Kingdom.	I know how to use maps to identify the physical and human features of Europe.	I know how to use maps to identify the physical and human features of regions of North and South America	I know how to use maps to identify the physical and human features of regions in Africa and Asia.
					I know how to select an appropriate mapping tool to locate countries and key features.	I know how to select an appropriate mapping tool to locate countries and describe key features.
						I know how to use latitude and longitude in an atlas or on a globe.
				I know that contours show height and slope.	I know how to describe height and slope.	
			I know how to recognise patterns on maps.		I know how to compare maps.	

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Location and Place						
EYFS / Reception	Year 1 (Poole/UK)	Year 2 (Continents and Seas)	Year 3 (UK Cities)	Year 4 (Europe)	Year 5 (North and South America)	Year 6 (Asia and Africa)
I know that we live in Poole and Hamworthy is in Poole. I know my school is in Hamworthy. I know that Twin Sails bridge is in Hamworthy.	I know the names, can recognise, and locate the four countries of the United Kingdom. I know the names and locations of the capital cities in the United Kingdom. I know the names and locations of seas that surround the United Kingdom.	I know the names and locations of the world's seven continents and five oceans.	I know the names and locations of the United Kingdom's major urban cities and counties. (Continuous Provision) I know the geographical regions of the United Kingdom.	I know the countries in Europe, including Russia. (Continuous Provision)	I know some of the world's countries, focusing on North and South America's environmental regions and major cities.	I know the world's countries, focusing on Africa or Asia and their environmental regions and major cities.
I know my home and school are in different places.	I know how to name, describe and compare familiar places (four countries of the UK)	I know how to compare the characteristics of the different continents and oceans. E.g. Hot and cold climates & Deepest, warmest and largest oceans.	I know the geographical similarities and differences through studying a region of the United Kingdom.	I know geographical similarities and differences through studying a region of Europe.	I know geographical similarities and differences through studying a region of North and South America.	I know geographical similarities and differences through studying a region of Asia or Africa.
I know about the features of where I live and my own immediate environment (e.g. my school has a garden and playground).	I know the key characteristics of Poole.		I know the position of counties and cities in the United Kingdom in relation to surrounding capital cities and countries. (Continuous Provision)	I know the position of countries in Europe in relation to surrounding continents and oceans. (Continuous Provision) I know the position and significance of: Equator and Northern and Southern Hemisphere.	I know the position of countries in North and South America in relation to surrounding continents and oceans. (Continuous Provision) I know the position and significance of: Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.	I know the position of countries in Africa and Asia in relation to surrounding continents and oceans. (Continuous Provision) I know the position and significance of: Prime/Greenwich Meridian, Latitude and Longitude Lines and Time Zones.

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Weather and Climate						
EYFS / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to describe the daily weather in my immediate environment. I know there are different seasons. I know some countries are hot and some are cold.	I know how to describe the daily and seasonal weather changes within my environment.	I know how to identify the seasonal and daily weather patterns in the four countries of the United Kingdom. I know	I know the seasonal and daily weather patterns in the United Kingdom and can describe these in more detail. (Continuous Provision)	I know the seasonal and daily weather patterns in regions of Europe.	I know the seasonal and daily weather patterns in North and South America.	I know the weather patterns of countries around the world, Africa or Asia, and can relate weather patterns to climate zones.
				I know that weather and climate change across different climate zones.	I know how human's effect climate overtime.	I know how to describe in detail the impact of humans on climate overtime.
				I know that weather changes in mountainous regions and areas of highland.		
			I know the process of the water cycle and how it impacts the formation of rivers.	I know how to describe the water cycle and explain it's impact on the weather.		
				I know the location of hot and cold areas of the world in relation to the equator and the poles.		

Fieldwork						
EYFS / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know how to compare different environments around me. E.g. School and home.						
I know how to observe my immediate environment and explore the natural world around me.	I know how to observe the geography of the school and its grounds closely.	I know how to use observe the geography of school and its grounds closely.	I know how to take careful and systematic observations.			

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I know how to identify different weathers in the seasons and describe what I can feel, see and hear at different times of the year.	I know how to observe obvious changes over time. E.g. Seasons (Trees)	I know how to observe intricate changes overtime. E.g. Rainfall				
	I know how to gather and record data to answer simple questions. I know how to add labels onto a sketch, photograph and pictogram of different features. E.g. Leaves.	I know how to record and classify simple data.	I know how to gather, record, classify and present data in a variety of ways to help in answering questions. I know how to take accurate measurements using standard units.	I know how to gather, record, classify and present data in a variety of ways to help in answering questions. I know how to record repeat findings.	I know how to present my findings. I know how to take measurements, with increasing accuracy and precision, recording repeat readings when appropriate.	I know how to present my findings using geographical evidence. I know how to take measurements, with increasing accuracy and precisions, taking repeat readings when appropriate and explain the need for these.
						I know how to observe, measure, record and present the human and physical features of the local area using a range of methods, including on sketch maps, plans, graphs and digital technologies.
Equipment Progression						
			I know how to use a range of equipment including thermometers and data loggers.		I know how to take measurements using a range of scientific and geographical equipment.	

Human and Physical Geography						
EYFS / Reception	Year 1	Year 2	Year 3 (Rivers)	Year 4 (Coasts and Mountainous Areas)	Year 5 (Biomes and Vegetation Belts)	Year 6 (Volcanoes and Earthquakes)
Physical						
I know that plants, grass and trees grow around my school.	I know how to use basic geographical vocabulary to identify physical features.	I know how to use basic geographical vocabulary to identify physical features.	I know the physical characteristics and key topographical features, including rivers, of counties	I know the physical characteristics, key topographical features and land use patterns of countries in Europe.	I know the physical features of countries in North and South America.	I know the physical features of countries in Africa and Asia

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			and cities around the United Kingdom.			
I know that plants, grass and trees grow around my school.	I know how to identify physical features in the locality of the school. I know how to explain the differences between two localities.	I know how to identify and explain the differences of physical features between two locations.				
I know some things can grown and other things are made.	I know the difference between a physical feature and a human feature.	I know some of the key physical features of the four counties of the United Kingdom.				
			I know that the water cycle is a physical feature. I know key aspects of rivers, how they erode and transport materials.	I know about the physical features of coasts and understand erosion and deposition. I know the features of a mountainous area.	I know the key aspects of biomes and vegetation belts.	I know the key aspects of volcanoes and earthquakes. I know the key features of coasts, specifically erosion and deposition.
Human						
I know how to identify some differences between familiar environments.	I know how to identify human features in the locality surrounding school.	I know how to identify and explain the differences of human features between two locations.	I know that aspects of the human features of cities and counties in the United Kingdom have changed over time.			
I know that people come to school to learn or work.	I know how to use basic geographical vocabulary to identify features. E.g. Farm.	I know how to use basic geographical vocabulary to identify features. E.g. Port				
	I know the difference between human and physical features.	I know how to identify and explain the differences between human and physical features.	I know the human characteristics and features of cities around the United Kingdom.	I know the human characteristics and features of a European country.		I know the human features of countries in Africa and Asia, including land use, settlement, distribution of natural resources and changes overtime.
I know that food can be grown to eat (plant tomatoes and make pizza).	.	I know the origins of some foods and their distribution across the United Kingdom.				
				I know the distribution of natural resources, including energy, food, minerals and water of countries in Europe.	I know the economic activity, including trade links of countries in Europe.	I know the changes in settlement populations with relations to land use and trade. I know how trade links have changed over time to ensure

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						sustainability and be ethicality.

Trade and Settlement						
EYFS / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I know what land is used for in my immediate environment (playground, garden, classroom).	I know the similarities and differences between the four capital cities of the United Kingdom.	I know that land is used for different purposes E.g. Farming, recreation, leisure, industry, housing, commercial.	I understand how land use influences settlement. I can compare urban and rural settlements.	Explain how land use in a particular area has changed throughout time.	Discuss land use in biomes across the globe and draw conclusions about the reasons for this based on the human inhabitants and changing needs.	Draw conclusions and develop informed reasons for the changes in settlement populations with relation to land use and trade.
I know what land is used for in my immediate environment (playground, garden, classroom).		I know what a settlement is. I know what is in a settlement. I know where settlements are. I know the role of farming. I know that crops and other foods are traded.		Explain the effect that human settlement is having on world's climate.		