Lawn Primary and Nursery School

Geography Progression Map

Excellence Resilience Confidence Respect

Purpose of Geography:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Progress to:

Pupils growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims of Geography:

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- That pupils are competent in the geographical skills needed to:
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

EYFS Knowledge: The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography. The most relevant statements for geography are taken from the following areas of learning:

• Mathematics
• Understanding the World.

KS1 Knowledge

Pupils should be taught:

Locational knowledge

- To name and locate the world's seven continents and five oceans
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- To 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.

Human and physical geography

- To 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.
- To use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

- To 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.
- To 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 map.
- To 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.
- To 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.

KS2 Knowledge

Pupils should be taught:

Locational knowledge

- 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 regions, key physical and human characteristics, countries, and major cities.
- 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 land-use patterns; and understand how some of these aspects have changed over time.
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, 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

- To 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.

Human and physical geography

- To describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
- 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.

Geographical skills and fieldwork

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- To 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.
- To 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.

EYFS			
Geography			
3 + 4 year olds		**Mathematics**	• Understand position through words alone. For example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
		Understanding the World	• Use all senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception		**Understanding the World**	Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	**Understanding the World**	**People, Culture and Communities**	• Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	• 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. • Understand some important processes and changes in the natural world around them, including the seasons.

YEAR 1			
Prior Learning	EYFS: exploration of the natural world; seasons and weather; different environments; positional language, routes, simple maps and observation.		
	Weather and Seasons	Cold Places	Let's Explore Lawn Primary School
Assessment Outcome: Children should know	Children identify the four seasons and common weather types; observe and record weather; measure rainfall/temperature; use four compass points and create a simple weather forecast.	Children locate the seven continents and five oceans; identify the Equator and Poles; describe a cold environment and compare it with the UK, including animals, people and adaptations.	Children use aerial photographs and simple maps; identify human and physical features of the school grounds; use symbols, keys, simple routes and four compass points; complete local fieldwork. Locate the school and local area; use simple maps to describe where features are found.
Questions to measure impact	What season is it at the moment? Which season came before/will come next? What is the weather like today? What clothes will you need to wear on Winters v summers day What can you tell me about the Spring/Autumn/Winter/Summer…	When would you need to use a map? Can you tell me some of the features of a map? Where are we in position to the reception classrooms?	What can you tell me about the geography of our school? Is Swindon all residential? Can you explain?
Key Progression Targets			
Locational Knowledge	Observe and describe seasonal and daily weather patterns in the UK.	Compare the UK with a contrasting cold environment; describe similarities and differences in climate, landscape and ways of life.	Describe human and physical features of the school and its grounds.
Place Knowledge	Use basic weather vocabulary; identify seasons; understand that weather can change and be measured.	Use basic vocabulary for hot/cold areas, physical features, animals, clothing and shelters; identify simple adaptations.	Use basic geographical vocabulary for human/physical features; recognise landmarks and routes.

Human + Physical Geography	Use world maps, atlases and globes; make simple weather observations/records; use four compass points and simple symbols.	Use maps, atlases and globes; identify hot/cold locations in relation to Equator and Poles; use simple comparisons.	Use aerial photographs, simple picture maps, symbols and keys; use near/far, left/right and four compass points; undertake simple school-ground fieldwork.
Geographical Skills, Knowledge + Fieldwork	Weather, season, spring, summer, autumn, winter, temperature, rainfall, forecast, North, South, East, West, compass	Cold, climate, Equator, North Pole, South Pole, Antarctica, Arctic, continent, ocean, habitat, adaptation, shelter	Map, aerial photograph, bird's-eye view, human feature, physical feature, symbol, key, route, landmark, near, far, left, right
Key New Vocabulary	Wales England Northern Ireland Scotland United Kingdom (UK) Great Britain Capital City Seasons Weather Temperature Forecast North South East West	Wales England Northern Ireland Scotland United Kingdom (UK) Great Britain Capital City Map Atlas human/physical features Landmarks Location/locate Symbols Key Near Far Left Right	Wales England Northern Ireland Scotland United Kingdom (UK) Great Britain Capital City Town Village Route human/physical features Landmarks Map Location/locate Symbols Key Aerial view (photograph) Familiar

YEAR 2	
Prior Learning	EYFS: natural world, seasons, environments, positional language and observation. Year 1: weather and seasons; the UK; continents and oceans; cold places; simple maps, compass directions, aerial photographs and local fieldwork.

	Wiltshire (Local Study)	Hot Places: Deserts	The World: Exploring Our World
Assessment Outcome: Children should know	Children locate Wiltshire and Swindon within the UK; identify human and physical features; use maps, keys and compass directions; and communicate findings from a local study.	Children locate hot deserts and explain key characteristics of desert environments, including climate, physical features and adaptations, comparing a desert with their local area.	Children locate the seven continents and five oceans; distinguish countries from continents; compare places around the world; and explain why oceans are important and how they can be protected.
Key Progression Targets			
Locational Knowledge	Name and locate the four countries and capital cities of the UK; locate Wiltshire and Swindon within the UK.	Name and locate the seven continents and five oceans; locate major hot deserts in relation to the Equator.	Consolidate the seven continents and five oceans; locate countries within continents using maps and atlases.
Place Knowledge	Understand similarities and differences between an urban area (Swindon) and rural areas of Wiltshire.	Compare the human and physical geography of the local area with a contrasting hot environment.	Compare places around the world, identifying similarities and differences in weather, homes, schools, culture, language and transport.
Human + Physical Geography	Use basic geographical vocabulary for human and physical features; distinguish urban and rural environments and describe land use.	Describe hot, dry desert climates and key physical features, vegetation, animals and adaptations.	Use geographical vocabulary to describe places; explain the importance and uses of oceans and identify pollution and environmental issues.
Geographical Skills, Knowledge + Fieldwork	Use maps, atlases and globes to locate UK places; use simple compass directions, aerial photographs, simple maps, symbols and keys; undertake local fieldwork.	Use world maps, atlases and globes to locate continents, oceans and deserts; use geographical vocabulary to describe and compare environments.	Use maps, atlases and globes to locate continents, oceans and countries; communicate geographical comparisons using appropriate geographical information.
Key New Vocabulary	Country, county, town, city, village, map, UK, Wiltshire, Swindon, human feature, physical feature, urban, rural, compass, North, South, East, West, compare, environment, community	Continent, desert, drought, erosion, desertification, adaptation, nomadic, plateau, sand dunes, climate, Equator	Continent, world, globe, map, atlas, country, border, ocean, Pacific, Atlantic, Indian, Arctic, Southern, habitat, pollution, culture, language, transport

YEAR 3			
Prior Learning	EYFS: natural world, seasons, environments, positional language and observation. Year 1: weather and seasons; UK, continents and oceans; cold places; simple maps, compass directions, aerial photographs and local fieldwork. Year 2: UK countries/capitals; Wiltshire and Swindon; deserts/hot places; world geography; maps, symbols, keys, compass directions and fieldwork.		
	The United Kingdom	Natural Disasters	Land Use
Assessment Outcome: Children should know	Children locate the UK, its countries and capitals, counties/regions and major physical and human features; compare areas within the UK.	Children explain key natural hazards and their causes and impacts; locate hazard regions and use maps and geographical vocabulary to compare places.	Children identify settlement types and land-use patterns; carry out local fieldwork; collect and present data; and interpret OS maps.
Key Progression Targets			
Locational Knowledge	Locate the UK within Europe and the wider world; name and locate the four countries and capitals, surrounding seas, counties and regions.	Locate countries and regions affected by major natural hazards using maps and digital mapping; use latitude, longitude, Equator and hemispheres.	Locate UK counties, cities and regions and use maps/OS maps to identify their characteristics and land-use patterns.
Place Knowledge	Compare human and physical geography within different UK regions, including urban and rural areas.	Compare a UK region with contrasting European and North/South American regions, considering the effects of natural hazards on people and communities.	Compare Swindon with rural Wiltshire and other UK regions, identifying similarities and differences in settlement and land use.
Human + Physical Geography	Describe UK physical features including mountains, rivers, lakes, coastlines, valleys and plains; explain how human features, settlements, transport and land use vary.	Describe Earth's structure and explain volcanoes, earthquakes, tsunamis and hurricanes; consider effects on people, settlements and environments.	Describe settlement types, site and situation, land use, economic activity, transport and facilities; explain how land use changes over time.
Geographical Skills, Knowledge + Fieldwork	Use maps, atlases, globes, aerial photographs and plan perspectives; use geographical	Use maps, atlases, globes and digital mapping; use eight-point compass directions	Use local fieldwork to observe, measure, record and present data; use tally charts,

	vocabulary to describe UK places and features.	and four-figure grid references to locate and analyse hazards.	bar/line graphs, OS maps, symbols and keys.
Key New Vocabulary	United Kingdom, Great Britain, British Isles, country, county, region, capital, city, mountain, river, lake, coastline, valley, plain, settlement, urban, rural, population, land use, infrastructure	Earth, crust, tectonic plates, earthquake, volcano, magma, lava, tsunami, hurricane, latitude, longitude, Equator, hemisphere, Richter Scale, grid reference	Land use, settlement, hamlet, rural, urban, suburb, site, situation, commuters, population, natural resources, OS map, Ordnance Survey, tally chart, bar chart, line graph

YEAR 4			
Prior Learning	EYFS: natural world, seasons, environments, positional language and observation. Year 1: weather and seasons; UK, continents and oceans; cold places; simple maps, compass directions, aerial photographs and local fieldwork. Year 2: UK countries/capitals; Wiltshire and Swindon; deserts/hot places; world geography; maps, symbols, keys, compass directions and fieldwork. Year 3: UK geography; natural disasters; land use and settlements; physical/human geography; fieldwork; OS maps; compass directions and grid references.		
	Exploring Europe – A Study of Iceland	Mountains	Rivers
Assessment Outcome: Children should know	Children locate Europe and Iceland; describe key physical and human characteristics; compare Iceland with the UK/local area and explain aspects of sustainability.	Children locate major mountain ranges; explain mountain formation, climate and biomes; interpret OS maps and consider human uses and conservation.	Children explain the water cycle and river processes; investigate the local River Ray; describe river uses, pollution and flooding.
Key Progression Targets			
Locational Knowledge	Locate Europe and Iceland using maps, atlases, globes and digital mapping; identify neighbouring countries and major locations.	Locate major UK, European and global mountain ranges and use maps to describe their distribution.	Locate the local River Ray and key UK rivers using maps and digital mapping.
Place Knowledge	Compare Iceland with the UK/local area, considering physical geography, settlements, population, transport, tourism and sustainability.	Describe characteristics of mountain regions and compare mountain environments and human uses.	Describe characteristics of a local river environment and how people interact with and depend upon rivers.
Human + Physical Geography	Describe volcanoes, glaciers, geysers and mountains; explain settlements, tourism, renewable energy, fishing and environmental sustainability.	Explain mountain formation; climate, biomes and water cycle processes; describe human uses, risks, tourism and conservation.	Explain the water cycle; erosion, transportation and deposition; river uses, pollution and flooding and their human/environmental impacts.
Geographical Skills, Knowledge + Fieldwork	Use maps, atlases, globes and digital mapping to locate and compare European places and communicate geographical information.	Use eight-point compass directions, four-figure grid references, OS maps, contours, spot heights, scale and route planning.	Use maps, photographs, geographical vocabulary and practical/local fieldwork to investigate river processes and human impacts.

Key New Vocabulary	Europe, Iceland, island, capital city, volcano, glacier, geyser, mountain, Arctic Circle, Reykjavik, geothermal, renewable, tourism, fishing, sustainability	Mountain, range, fold, fault-block, volcanic, dome, plateau, climate, biome, orographic rainfall, rain shadow, altitudinal zonation, contour, spot height, grid reference	River, source, mouth, tributary, meander, delta, estuary, evaporation, condensation, precipitation, collection, erosion, transportation, deposition, floodplain, pollution
YEAR 5			
Prior Learning	EYFS: natural world, seasons, environments, positional language and observation. Year 1: weather and seasons; UK, continents and oceans; cold places; simple maps, compass directions, aerial photographs and local fieldwork. Year 2: UK countries/capitals; Wiltshire and Swindon; deserts/hot places; world geography; maps, symbols, keys, compass directions and fieldwork. Year 3: UK geography; natural disasters; land use and settlements; physical/human geography; fieldwork; OS maps; compass directions and grid references. Year 4: Europe/Iceland; mountains; rivers and the water cycle; physical and human geography; OS maps; grid references and local fieldwork.		
	Investigating Climate and Biomes	Where in the World… Brazil	The Amazon Rainforest
Assessment Outcome: Children should know	Children locate climate zones and major biomes; compare biomes; explain climate–ecosystem relationships and human adaptation; identify causes/effects of climate change and investigate the local environment.	Children locate Brazil and major South American features; compare Brazil with the UK; explain climate, settlements, land use, economic activity and environmental issues.	Children locate the Amazon Rainforest; explain rainforest climate, layers, biodiversity and adaptations; understand indigenous communities, resources, deforestation, conservation and global connections.
Key Progression Targets			
Locational Knowledge	Locate global climate zones and biomes; use the Equator, hemispheres and Tropics to explain their distribution.	Locate Brazil, South America, the Equator, Tropics and major cities/countries.	Locate the Amazon Rainforest in South America; use Equator, hemispheres, latitude and longitude to describe its location.
Place Knowledge	Compare two biomes and explain similarities/differences in climate, vegetation, ecosystems and human characteristics.	Compare Brazil and the UK, including climate, physical/human features, settlements and aspects of daily life.	Compare the rainforest environment and communities with the UK; explain global links and environmental interdependence.

Human + Physical Geography	Explain climate zones, ecosystems, biomes and vegetation belts; describe human adaptation, land use, energy and climate-change impacts.	Describe tropical climate, Amazon rainforest/river, settlements, urbanisation, farming, industry, tourism, trade and deforestation.	Explain rainforest climate, biome, vegetation, biodiversity and adaptations; describe indigenous communities, resources, logging/farming, deforestation and conservation.
Geographical Skills, Knowledge + Fieldwork	Use maps, atlases, globes and Google Earth; use eight-point compass directions, six-figure grid references, symbols and keys; undertake local fieldwork.	Use maps, atlases, globes and digital mapping with increasing confidence; use latitude/longitude and communicate geographical comparisons.	Use eight-point compass directions, four- and six-figure grid references, symbols/keys, OS maps and digital mapping; explain cause-and-effect relationships.
Key New Vocabulary	Climate, ecosystem, biome, climate zone, vegetation belt, Equator, hemisphere, Tropic of Cancer, Tropic of Capricorn, biodiversity, adaptation	Brazil, South America, Equator, hemisphere, Tropics, tropical climate, urbanisation, favela, settlement, indigenous, deforestation, resource, trade, fair trade	Amazon Rainforest, rainforest, biodiversity, ecosystem, habitat, tropical, humid, indigenous, natural resources, renewable, non-renewable, deforestation, climate change, species

YEAR 6			
Prior Learning	EYFS: natural world, seasons, environments, positional language and observation. Year 1: weather and seasons; UK, continents and oceans; cold places; simple maps, compass directions, aerial photographs and local fieldwork. Year 2: UK countries/capitals; Wiltshire and Swindon; deserts/hot places; world geography; maps, symbols, keys, compass directions and fieldwork. Year 3: UK geography; natural disasters; land use and settlements; physical/human geography; fieldwork; OS maps; compass directions and grid references. Year 4: Europe/Iceland; mountains; rivers and the water cycle; physical and human geography; OS maps; grid references and local fieldwork. Year 5: climate zones and biomes; Brazil and South America; Amazon Rainforest; global environmental issues; latitude/longitude; digital mapping and grid references.		
	Let's Explore North America	Global Trade and Fair Trade	Coasts
Assessment Outcome: Children should know	Children locate North America and its countries/capital cities; compare climate zones and physical/human geography; explain time zones and population distribution; research and present a country using a range of sources.	Children should know what trade is and distinguish local, national and international trade; explain that products have supply chains; identify examples of UK imports and exports and interpret trade data; explain what Fair Trade is and consider how consumers can influence fairness in global supply chains.	Children explain coastal processes and landform formation; recognise coastal features on maps and OS maps; use grid references; and evaluate ways of managing coastal erosion.
Key Progression Targets			
Locational Knowledge	Locate North America, its countries, selected US states and capital cities; use the Tropic of Cancer and population distribution to develop locational understanding.	Locate and use geographical information to identify where products come from and recognise that trade connects places locally, nationally and internationally; identify countries involved in selected global supply chains.	Locate and recognise UK coastal areas and coastal features using maps, atlases, digital mapping and OS maps.
Place Knowledge	Compare the physical and human geography of North American regions with a UK region, including climate, towns, capital cities, language and population.	Understand how trade creates connections between places and compare the roles of different people and places within a supply chain; consider how global trade affects	Explain how people use and value coastal environments for tourism, fishing, transport, ports, settlements and habitats; consider pressures on coastal areas.

		producers, workers, businesses and consumers.	
Human + Physical Geography volcanoes	Describe North American climate zones; physical features such as the Grand Canyon, Niagara Falls and Yellowstone; human features such as the Hoover Dam and Panama Canal; population distribution and time zones.	Explain the role of trade in the movement of products, including imports and exports; understand supply chains from production to consumer; recognise that trade can support economic growth and jobs; explore Fair Trade and how consumers can influence working and trading conditions.	Explain coastal erosion, weathering, transportation and deposition; describe formation of caves, arches, stacks and stumps; explain coastal management and human–physical interactions.
Geographical Skills, Knowledge + Fieldwork	Use maps, atlases, globes, digital mapping and appropriate sources; calculate time differences using GMT; select and present geographical information in varied formats.	Use maps, digital sources and other geographical information to investigate where products are produced and traded; research and organise information about products and supply chains; record and interpret UK export data using tables and bar charts; communicate geographical findings and explain connections between places.	Use aerial photographs, physical and OS maps; use symbols, compass directions, four- and six-figure grid references; interpret coastal features and use map evidence to plan routes and evaluate management.
<u>Key New Vocabulary</u>	North America, country, state, capital city, climate zone, population, Tropic of Cancer, time zone, GMT, physical geography, human geography, Grand Canyon, Niagara Falls, Yellowstone, Hoover Dam, Panama Canal	Trade, import, export, supply chain, local, national, international, manufacture, producer, consumer, Fair Trade, Fairtrade, economy, economic growth, product, raw material, distribution, retailer, market, global, banana, chocolate, agriculture.	Coast, erosion, weathering, deposition, transportation, sediment, destructive waves, constructive waves, longshore drift, cliff, cave, arch, stack, stump, bay, headland, sea wall, groynes, OS map