









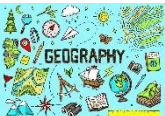
Geography Progression Map

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
Geographical Study Topic	Immediate environment Life in their country and other countries	<ul style="list-style-type: none"> Knowing Our Locality Study of Non-European Contrasting Place Hot and Cold Places Seaside Study 		<ul style="list-style-type: none"> Rivers Understand Geographical Similarities and Differences of a Region of UK Understand Geographical Similarities and Differences of a Region of the UK and a Region in a European Country Physical History – Volcanoes and Earthquakes 		<ul style="list-style-type: none"> Mapping North or South America Rainforests 		
Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
Locational Knowledge 	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Know how to talk about some specific features of an environment, location or country that they have been learning about.</p>	<p>Know and identify on a map the four countries that make up the United Kingdom (England, Wales, Scotland and Northern Ireland).</p> <p>Know the corresponding capitals for the countries of the UK and identify them on a map (London, Cardiff, Edinburgh and Belfast).</p> <p>Know and identify on a map the surrounding seas of the UK (North Sea, Atlantic Ocean, English Channel and Irish Sea).</p> <p>Know and identify on a map the 7 continents (Europe, Asia, Africa, North America, Australasia and Antarctica).</p> <p>Know and identify on a map the 5 oceans (Atlantic, Pacific, Indian, Arctic, Southern).</p>		<p>Know and locate cities and countries in England on a map.</p> <p>Know the location of the world's countries using maps (focus on Europe).</p> <p>Know the capital cities of key identified countries.</p> <p>Know where the Northern and Southern Hemisphere are on a map.</p> <p>Know key topographical features in areas of the UK and other countries.</p> <p>Know that longitude lines go vertically across a map and latitude lines go horizontally across a map.</p> <p>Know there are time zones.</p> <p>Know the location of the world's countries using maps (focus on North and South America).</p> <p>Know where the Equator, Northern and Southern Hemisphere are on a map.</p> <p>Know to compare and contrast key topographical features in the UK and other countries.</p> <p>Use lines of longitude and latitude to identify countries on a map.</p>		<p>Name and locate four countries from the Northern Hemisphere and four countries from the Southern Hemisphere.</p> <p>Know what a tropic is.</p> <p>Know that the Tropic of Cancer is in the Northern Hemisphere.</p> <p>Know that the Tropic of Capricorn is in the Southern Hemisphere.</p> <p>Know the tropics and the region where the sun passes directly overhead.</p> <p>Know to compare and contrast land use and key topographical features in the UK and other countries.</p> <p>Know world time zones and compare with Greenwich Mean Time.</p> <p>Know the location of some countries in relation to each other using a map e.g. the UK is north of France.</p> <p>Know where the equator, Tropic of Cancer and Tropic of Capricorn are on a world map.</p> <p>Name countries that are on the Tropic of Cancer.</p> <p>Name countries that are on the Tropic of Capricorn.</p> <p>Know to compare and contrast land use and key geographical features in countries and know changes over time in the UK and begin to comment on changes</p>		

			Know some other time zones and how they compare to Greenwich Mean Time.	over time linked to studies in Europe and North and South America.
Key Vocabulary 	<p>Environment, habitat, photograph, country, same, different, compare, town, place, care, rubbish, plastic, effect</p>	<p>Country, countries, capital city, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Cardiff, Belfast, United Kingdom, seas, North Sea, English Channel, Irish Sea. Continent, oceans, Atlantic, Pacific, Indian, Arctic, Europe, Africa, Asia, North America, South America, Antarctica, Australasia.</p>	<p>Tectonic plates, longitude, latitude, northern and southern hemisphere, equator. Germany, France, Spain, Russia, Italy, Norway, Sweden, Poland, Greece, Berlin, Paris, Madrid, Moscow, Rome, Oslo, Stockholm, Warsaw, Athens.</p> <p>Tropic, Tropic of Cancer, Tropic of Capricorn, Egypt, Africa. Japan, Brazil, South America</p> <p>Topographical, compare, time zones, Greenwich Mean time . .</p>	
Place Knowledge 	<p>Know that some places are special to members of their community.</p> <p>Know that there are different countries in the world and talk about the similarities and differences they have experienced or seen in photos.</p>	<p>Local: Know about the local area surrounding our school.</p> <p>Know that the United Kingdom is an island in Europe.</p> <p>Know that all streets have a name and a post code. Know their own address and the address of the school. Know local buildings in the surrounding locality (school, shop, church, and houses) linked to the locality walk.</p> <p>Know the types of houses that are in our local area (flats, terraced, semi-detached and detached).</p> <p>UK: Know that the region we live in is called the East Midlands. Know that the continent we live in is called Europe.</p> <p>Know that the United Kingdom is a group of islands which are part of the European Continent.</p> <p>Europe: Know the similarities and differences between a small area of the United Kingdom and of a small area in a non-contrasting European country.</p> <p>World: Know features of hot and cold places in the world- weather, housing and wildlife.</p>	<p>UK: Know what a county is and know local counties.</p> <p>Europe: Know the names of and locate at least five European countries. Know the names of a number of European capitals.</p> <p>Know the main differences between living in the UK and another country.</p> <p>UK: Know and explain details about the UK including towns and cities, land use and topographical features.</p> <p>Europe: Know how to compare two different places in different countries including climate differences, language and famous landmarks in both places.</p> <p>World: Know where North and South America are.</p>	<p>Know the key geographical similarities and differences between England and another country in the world.</p> <p>Know the climate differences between the two places. Know the primary language spoken. Know what both places are famous for.</p> <p>Know how to compare and contrast living in the UK and another country in the world.</p> <p>Know some 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.</p>
Key Vocabulary 	<p>Environment, habitat, photograph, country, same, different, compare, town, place, care, rubbish, plastic, effect</p>	<p>Village, town, county, Europe, England, island Country, continent, buildings, local, street, postcode</p>	<p>Flat, terraced, semidetached, detached Settlements, climate, drought, urban, rural, regions, similarities, differences, physical, human, landmarks</p>	
Human and Physical 	<p>Develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about cultural differences they have experienced or seen in photos.</p>	<p>Know the weather is changeable and this makes the seasons.</p> <p>Know that the weather can be in more than one season.</p> <p>Know weather-specific vocabulary and link words to the correct seasons and geographical language to describe the weather patterns and record observations over time using weather symbols.</p>	<p>Know key aspects of human geography and physical geography such as how rivers are formed, the water cycle.</p> <p>Know and use key vocabulary relating to these features.</p>	<p>Know and discuss reasons for changes in climate and results in climate change</p> <p>Know and describe geographical processes and features using key vocabulary.</p> <p>Know how different settlers used the land.</p>

	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Know where the Equator, North and South Pole are on a globe and world map.</p> <p>Know and name the following physical geography vocabulary to describe a European and non-European settlement (coast, cliff, mountain, beach, forest, hill, sea, ocean, river and valley).</p> <p>Know and name the following human geography vocabulary to describe a European and Non-European settlement (city, town, village, factory, farm, house, office, port, harbour and shop).</p>	<p>Know and use key vocabulary relating to aspects of human and physical geography.</p> <p>Know geographical processes and be able to explain them such as the formation of mountains and their effect on the water cycle.</p>	<p>Know about land use for economic activity including trade links and the distribution of natural resources.</p> <p>Know and explain the impact of changes in land use over time.</p>
<p>Key Vocabulary</p> 	<p>Environment, habitat, photograph, country, same, different, compare, town, place, care, rubbish, plastic, effect</p>	<p>Seasons, weather (rain, snow, sun, fog, cloud(y), hail, thunder, lightning and wind).</p> <p>Forecast, equator, South Pole, North Pole, desert, hot places, cold places, Spring, Summer, Autumn, Winter, school, shop, town, church, supermarket, hospital, bus station, dentist, snow, rain, sun, fog, cloudy, hail, thunder, lightning, wind. Skyline, skyscraper, light house, tide, rockpool, cliff, island, landmarks, coast, cathedral, harbour, port, beach</p>	<p>Volcanoes, earthquakes, lava, magma, eruption, crust, plates, core, mantle, cracks, plate boundaries, ring of fire, ash cloud, vent, conduit, magma chamber, crater, layers, fault line, epicentre, tremors, magnitude, Richter Scale, seismologists, metamorphic, sedimentary, igneous, mine, trade</p> <p>Tourism, tourists, agriculture, city, village, factory, farm, office, harbour, port, sun, evaporation, condensation, cloud(y), wind, precipitation, streams, valley, meander, river, tributary, run-off, surface run-off, ground water, flood plain, river mouth, estuary, rainfall, source</p> <p>Tropical climate, dry climate, mild climate, continental climate, polar climate, mountainous climate, climate change, biome, settlement, mountain, peak, summit, altitude, Ben Nevis, Snowdon, Scafell Pike.</p> <p>Fair Trade, cocoa beans, crops, ethically, produce, logo, supermarkets, Cooperative, source, food miles, climate change, global warming, rainforest, deforestation, forest floor, understory, canopy, emergent, climate, population, lifestyle.</p>	
<p>Geographical Skills and Fieldwork</p> 	<p>Draw information from a simple map.</p> <p>Know how to draw a simple map and talk about things they can see or have found out from a map.</p> <p>Knows how to build and create features of environments in their play and can talk about and identify things they can see in the environment, a photograph or map using some key vocabulary.</p>	<p>Know, from undertaking fieldwork, that information can be gathered about our local area by observing the traffic in a survey (link maths – pictograms).</p> <p>Create a map of the school grounds.</p> <p>Know their address including the postcode.</p> <p>Know that we use an atlas, globe and a map to find out information about countries.</p> <p>Know where the UK is on a world map and globe.</p> <p>Know and identify the 4 countries of the UK on a map of the UK.</p> <p>Know and identify the capital cities of the 4 countries of the UK.</p> <p>Know where the equator, North Pole and South Pole are on a globe.</p>	<p>Know how to use world maps to identify countries of the world.</p> <p>Use world maps to identify the location of key features such as volcanoes.</p> <p>Observe how land has been used using a range of OS maps and aerial photographs, such as in Sherwood Forest.</p> <p>Know and name the 8 points of a compass and use them to describe position.</p> <p>Identify the Northern and Southern Hemisphere.</p> <p>Know how to use world maps to identify countries of the world and their capitals.</p> <p>Use road maps to plan a journey.</p>	<p>Know how to use graphs to record features such as temperature or rainfall across the world.</p> <p>Know that rainfall and temperature can be presented in graphs and know how to interpret this information (link to maths).</p> <p>Know and use symbols and keys to build their knowledge of the UK.</p> <p>Use four-figure grid references on OS maps to locate positions and know how contour lines are used.</p> <p>Use six-figure grid references on OS maps to locate positions.</p> <p>Locate the equator, Tropic of Cancer and Tropic of Capricorn on a map.</p> <p>Know what various OS symbols represent.</p>

		<p>Know the four points of a compass (North, East, South and West).</p> <p>Know and use the positional language when describing location and position. Know that the orientation of a compass is North.</p> <p>Create a simple map of the local area with a key.</p> <p>Know how to use a virtual map to gather information, using index, search bar, zooming tool and orientation.</p> <p>Know how to use aerial photographs (including Google Earth) to identify key landmarks- both physical and human (e.g. over London – Big Ben, River Thames, London Eye, bridges, and transport system).</p> <p>Know and label the 7 continents of the world on a world map.</p>	<p>Use OS maps to build knowledge of the UK.</p> <p>Use four-figure grid references to build knowledge of the UK.</p> <p>Measure and record rainfall precisely and make observations from findings.</p> <p>Measure and record temperature precisely and make observations from findings.</p>	<p>Use lines of longitude and latitude to locate places.</p> <p>Recognise and use time zones and identify the Greenwich meridian.</p> <p>Use Google Earth to find countries, places of interest and follow a river.</p>
<p>Key Vocabulary</p> 	<p>Bigger/smaller, near/far, weather Map, route, atlas, globe, journey</p>	<p>Atlas, globe, map, Europe, fieldwork, survey, tally, observe, map symbols, key, traffic Virtual map, aerial photo, orientation, compass, direction, North, South, East, West, left, right, below, next to.</p>	<p>Observation, OS maps Two-figure grid reference, four-figure grid reference, rainfall, millimetres</p>	<p>Graph, temperature and negative numbers, minus. Six-figure grid reference, time zone, Greenwich meridian</p>
<p>Substantive Knowledge</p>	<p><u>EYFS</u></p> <p><u>IMMEDIATE ENVIRONMENT</u> Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps</p> <p><u>LIFE IN THEIR COUNTRY AND OTHER COUNTRIES</u> Know and explain some similarities and differences between life in this country and life in other countries.</p>	<p><u>KEY STAGE 1 Cycle A</u></p> <p><u>KNOWING OUR LOCALITY (Autumn)</u> Know the names of the four countries that make up the UK and name the three main seas that surround the UK. Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. Know their addresses including postcode.</p> <p><u>STUDY OF A NON-EUROPEAN CONTRASTING PLACE (Summer)</u> Know the main differences between a place in England and that of a small place in a non-European country- England or Kenya. Know the names of and locate the seven continents of the world. Know the names of and locate the five oceans of the world.</p>	<p><u>Y3/4 Cycle A</u></p> <p><u>RIVERS AND THE WATER CYCLE (Autumn)</u> Know that most of the major cities of the world are located close to a river. Know the name of many of Europe’s capitals and major cities. Know the difference between living in a city, town or village.</p> <p><u>STUDY OF REGION OF THE UK (Spring)</u> Know why most cities are located by a river. Know how to plan a journey within the UK, using a road map. Know the difference between a major city and a town or village. Know the names of other European capitals.</p> <p><u>STUDY OF REGION OF UK AND REGION OF EUROPEAN COUNTRY (Summer)</u> Know at least five differences between living in the UK and a Mediterranean country. Use maps to locate European countries and capitals.</p>	<p><u>Y5/6 Cycle A</u></p> <p><u>MAPPING (Autumn)</u> Know how to use six figure grid references. Know what most of the ordnance survey symbols stand for. Know about time zones and work out differences.</p> <p><u>NORTH OR SOUTH AMERICA (Summer)</u> Know the key differences between living in UK and a country in North or South America. Know how to use graphs to record features such as temperature or rainfall across the world. Know the names of most North or South American Countries.</p>

		KEY STAGE 1 Cycle B		Y3/4 Cycle B		Y5/6 Cycle B	
		<p>HOT AND COLD PLACES (Spring) Know features of hot and cold places in the world. Know which the hottest and coldest season is in the UK. Know and recognize main weather symbols. Know where the equator, North Pole and South Pole are on a globe. Know which is North, East, South and West on a compass.</p> <p>SEASIDE STUDY (Summer) Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.</p>		<p>VOLCANOES AND EARTHQUAKES (Spring) Know what causes an earthquake. Label the different parts of a volcano. Know what a Tsunami is.</p>		<p>RAINFORESTS (Spring) Know what is meant by biomes and the features of a specific biome. Know the terms: emergent layer, canopy, understory and forest floor and be able to label them on a diagram.</p>	
<p>Impact of Geography (End Points)</p> 	<p>ELG's:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (People, Culture and Communities)</p> <p>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.</p> <p>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.</p>	<p>A Year 1 pupil working at the expected standard will be able to name (and identify on a map, atlas or globe) the four countries that make up the United Kingdom, the corresponding capital cities and the surrounding seas. They know their own address and postcode, local area, county and the country they live in. They know details about housing and buildings in their locality. They talk about the different types of weather and seasons, and know hot places on the globe are located near the equator and what a desert is. They can use geographical vocabulary to refer to human and physical features.</p>	<p>A Year 2 pupil working at the expected standard will be able to name the 7 continents and 5 oceans. They can name some famous landmarks in UK and compare how the UK is the same or different to another country. They know the region they live in and the continent. They can use geographical vocabulary to refer to human and physical features. They can discuss the different climate zones and know that countries near to the equator don't have seasons. They can carry out field work and they can create their own maps using a simple key and know the four compass points.</p>	<p>A Year 3 pupil working at the expected standard will have a comprehensive understanding of the UK and some of its cities, counties and regions, as well as knowing European countries and capital cities, and the wider world being able to locate the northern and southern hemisphere. They can identify geographical features; such as in relation to earthquakes and volcanoes and details of the earth's crust. They can use geographical vocabulary to refer to human and physical features. They can carry out fieldwork through the use of maps. They know and can name the eight points of a compass. They can ask more searching questions including, 'how?' and, 'why?' when investigating places and processes and</p>	<p>A Year 4 pupil working at the expected standard will know where Europe is and be able to name a number of its countries and significant physical features. They will be able to use an atlas with confidence to locate features such as continents, countries and the physical features. They can identify geographical features and processes such as the water cycle or a range of rivers in the UK and know the journey of a river. They can identify, describe and explain geographical features, processes (changes), and patterns. They can carry out fieldwork through the use of maps and four figure grid points. They can ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when</p>	<p>A Year 5 pupil working at the expected standard will be aware of the cities/states and varied human and physical features across the world (UK, Europe and the USA) whilst being able to compare them with the UK. They can identify geographical features and processes and can describe them. They can use a range of maps and read information from them and be able to plot their own maps using a variety of symbols. They will be able to use fieldwork to observe, measure and record human and physical features using a range of methods. They will be able to use four figure grid references and understand how contour lines are used.</p>	<p>A Year 6 pupil working at the expected standard will be able to use a wide vocabulary of geographical terms to explain their understanding of the UK and countries around the world, making comparisons of many features including climate, population and lifestyles. They will be able to use fieldwork to observe, measure and record human and physical features using a range of methods and interpret their findings. They will be able to explain how the physical features of a country impact on land use and industry. They will be able to comment on the impact of humans on the environment and develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against</p>

				considering the impact that things, such as earthquakes, have on people's lives.	investigating places and processes.		arguments relating to deforestation.
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