St. Mary's – Progression in Geography – OVERVIEW

EYFS	Year 1	Year 2	Year 3
-I can name and identify characteristics of the country I live in. -I can name the world's seven continents. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, photographs and – when appropriate – maps. 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. -Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. -Begin to understand the need to respect and care for the natural environment and all living things. - Use basic geographical vocabulary to refer to key physical and human features in the children's immediate environment: road, river, park, town, church, school etc. - Familiarise the children with the name of the road and town the school is located in. - Use vocabulary associated with the weather and seasons. Use appropriate vocabulary to explain some similarities and differences between life in this country and life in other countries. - Use directional language near/far and back/forward (Bee Bots). Draw information from a simple map and draw/make simple maps of their local environment including Messy Maps. Look at aerial views of the school setting, encouraging children to comment on what they notice. Explore the natural world around them. Describe what they see, hear and feel whilst outside.	-I can name, locate and identify characteristics of the four countries and capital cities of the UK. - I can name and locate the world's seven continents. -Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Uxbridge), and of a small area in a contrasting non-European country (Tocuaro, Mexico). -Identify the location of hot and cold areas of the world in relation to the equator and the north and south poles (Animals and their Habitats). -Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river and weather. -Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop. -Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. -Use directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. 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. -Use simple fieldwork & observational skills to study the geography of their school and its grounds and the key human & physical features of its surrounding environment.	-I can name, locate and identify characteristics of the four countries & capital cities of the UK and its surrounding seas. - I can name and locate the world's seven continents and five oceans. -Understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom (food from different regions and weather in different parts of the UK). -Identify seasonal and daily weather patterns in the United Kingdom ('Seasons' topic – weather in different parts of the UK). -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. -Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. -Use world maps, atlases and globes to identify the UK & its countries, as well as the countries, continents and oceans studied at this key stage. -Use simple compass directions (N, E, S, W) & locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. -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. Use simple fieldwork and observational skills to study the key human & physical features of our local area with a focus on Uxbridge high street.	-Locate the world's countries, using maps to focus on their environmental regions, climate zones and biomes. -Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics and key topographical features including coasts (focus on South East coast). -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). - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (the South East coast). -Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. -Describe and understand key aspects of human geography including types of settlement and land use, economic activity (e.g. tourism along the South East coast). -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the UK and the wider world. **KEY:** Location Place Human & Physical Geography Geographical Skills & Fieldwork

Year 4	Year 5	Year 6	KS3
I can locate the world's countries, using maps to focus on Europe and North and South America. Concentrate on their environmental regions, key physical and human characteristics, countries, and major cities. **-Name and locate counties and cities of the UK, geographical regions and their identifying human & physical characteristics, key topographical features including major UK rivers.** **- Understand geographical similarities and differences through the study of human and physical geography of a region within North America.** **-Describe and understand key aspects of physical geography, including rivers, volcanoes, earthquakes and the water cycle.** **Describe and understand key aspects of human geography including types of settlement and land use and the distribution of natural resources including water.** **-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.** **- Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.** **-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 digital technologies (River fieldwork study).**	**- Locate the world's countries, using maps to focus on Europe including the location of the Alpine region.** **- Name and locate counties and cities of the UK and their identifying human and physical characteristics, key topographical features and land-use patterns, and understand how some of these aspects have changed over time (investigating changes in our local environment).** **- Understand geographical similarities and differences through the study of human and physical geography of a region in Europe (the Alps).** **- Describe and understand key aspects of physical geography, including mountains (the Alps).** **- Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food (Journeys – Trade unit of work).** **-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.** **- Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.** **- 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 (change in our local area enquiry).**	**- Locate the world's countries, using maps to focus on Europe and South America (the Amazon), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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.** **- 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).** **- Understand geographical similarities and differences through the study of human and physical geography of a region within South America (the Amazon).** **- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers and mountains.** **- Describe and understand key aspects of 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.** **-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.** **- Use the eight points of a compass, 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.** **- 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 (Our Local Area in the Future enquiry).**	**-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.** **-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 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 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.** **- Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.** **-Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs** **-Use 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.**