

Eastcote Primary Academy Geography Progression Map

Can children...

	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Recognise features of their immediate environment (home, class environment, woods trip) Talk about other countries - from photos, own experiences	Recognise some similarities and differences between life in this country and life in other countries, using photos, experiences and through beginning to explore atlases, globes.	Locate the countries of the UK. Locate some continents and some oceans.	Identify the characteristics of the UK and their capital cities. Locate all 5 oceans of the world Locate all 7 continents of the world.	Locate some countries in Europe (including Russia). Locate countries and cities which we have visited or have cultural links to on a world map.	Locate some counties of the UK. Locate some major cities in the UK. Name some capital cities in Europe.	Label a world map with the equator, arctic and antarctic circle and tropics with regards to climate. Locate countries and major cities in South America. Identify Northern and Southern hemisphere.	Locate countries and major cities in North America. Use a world map to explore timezones.

<p>Geographical enquiry (analysis)</p>	<p>Sharing photos using child friendly map</p> <p>Explore, observe and talk about their surroundings</p> <p>Begin to understand language linked to comparison</p>	<p>Observe & compare similarities & differences in the local environment</p> <p>Gathering data as a tick sheet and interpreting results orally using comparative language (more, less, fewer)</p> <p>Traffic survey</p>	<p>Creating and answering simple questions about the local area.</p> <p>Presenting the data as a tally chart.</p> <p>Know that data can help answer questions.</p> <p>Why do people want to live in Welling?</p>	<p>Ask and answer simple questions about the local area.</p> <p>Construct simple pictograms, tally charts, block diagrams</p> <p>Consider what the data shows us about people/places</p> <p>Would I rather visit my local park or an African national park (Maasai Mara National Reserve) ?</p>	<p>Ask and answer one and two step questions about the local area.</p> <p>Present data using pictograms, bar charts and tables.</p> <p>Use data to spot patterns.</p> <p>What shops do Welling need more of?</p>	<p>Use data to answer questions about the local area</p> <p>Know how to interpret information presented in bar charts, tables and graphs</p> <p>Solve a comparison problem by analysing and interpreting information</p> <p>Interpret the information and give reasons why</p> <p>How has land use around Deptford Creek changed?</p>	<p>Answer a question by analysing and interpreting information.</p> <p>Present information in tables and line graphs</p> <p>Decide how to present information</p> <p>Understand evidence based on more than one source is more reliable</p> <p>How has shop use in Welling changed since 1980?</p>	<p>Answer a question by analysing data and interpreting information.</p> <p>Present information in pie charts and line graphs</p> <p>Evaluate the data provided</p> <p>Choose data that will best answer the question</p> <p>Electricity generation from renewable resources</p>
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Field work	<p>Explore and respond to different natural phenomenon in their setting and on trips</p> <p>Woods trip</p>	<p>Navigate around the school building unaided</p> <p>Identify features of familiar location from an aerial view</p>	<p>Use a simple map to navigate around the school grounds.</p> <p>Begin to use simple compass points (N, S, E, W), directional and locational language (near, far, left, right) to describe both places on a map and the physical environment that they are in.</p>	<p>Navigate the local area.</p> <p>Locate places on a Alphanumeric grids (ABC,123)</p> <p>Navigate and give directions using the 4 compass points N, S, E, W</p>	<p>Navigate and give directions using 8 points of the compass.</p>	<p>Navigate using coordinates. Reading x and y axis.</p>	<p>Navigate using 4 figure grid references.</p>	<p>Navigate using 6 figure grid references</p> <p>Use latitude and longitude to both plot & locate coordinates.</p>
Mapwork	<p>Draw simple shapes (lines / circles) to represent the physical world</p>	<p>Draw simple maps of immediate environment</p>	<p>Begin to draw 2D representation maps</p>	<p>Draw a map using symbols to represent an object.</p>	<p>Sketch maps and begin to use standard symbols on a map.</p>	<p>Sketch maps and develop accuracy of the positioning symbols</p>	<p>Sketch maps and further develop accuracy of the positioning and use of OS symbols</p>	<p>Draw a map showing appropriate distance between places or features using a given scale.</p>

				<p>Use aerial photos to label a sketch map of the local area with a simple key.</p> <p>Take photographs of physical & human features.</p>	<p>Switch between aerial photographs and maps to see the area's topography.</p> <p>Introduce scale and distance. Relate distance to how long it would take to get there.</p>	<p>Use aerial photographs and paper maps to conduct research</p> <p>Note how scale changes with digital maps.</p> <p>Focus on distance between UK cities and counties.</p>	<p>Use satellite images and digital maps (Google Earth) to conduct research.</p> <p>Use scales to calculate distance.</p> <p>Look at the distances that some products travel to reach the UK.</p>	<p>Use 360 photographic images and digital maps (Google Earth) to conduct research.</p> <p>When working on timezones, consider the distance between cities.</p>
Place Knowledge (specific)	Talk about clothing they wear according to seasons	Talk about human-made systems & communities within their locality (services, shops, clubs, places of worship, transport)	<p>Explain the weather patterns of the UK.</p> <p>Use knowledge of what seasons are to identify seasonal and daily weather patterns.</p> <p>Have an understanding of the features in the local area.</p>	<p>Understand the similarities and differences between our location and a place in a non-European country.</p> <p>Name countries which are hotter and colder than the UK.</p> <p>Say whether a country is</p>	<p>Understand the importance of the River Nile and Mount Vesuvius to local settlements.</p>	<p>Understand the similarities and differences between our location and Italy</p> <p>Understand the key regional features of the UK including major rivers, coasts and the settlements nearby.</p>	<p>Develop an understanding of environmental regions within South America.</p>	<p>Develop an understanding of environmental regions within North America.</p> <p>Understand the similarities and differences between our location and a place in North America.</p>

				north or south of the equator using a globe..				
Human & Physical Geographical Knowledge and Understanding (worldwide, generalisations)	Comment on natural and human features around the school	Use the local area to explore the built and natural environment	Explain how physical features can be used for leisure (seasides).	Explain what the difference between a human and physical feature is.	Describe how humans interact with physical features of the environment for example, volcanoes, mountains, rivers or valleys.	Compare the human and physical features of two localities and begin to explain why they are different.	Describe where various resources are found and/or produced regionally and globally.	Compare the availability of energy, and other precious resources (minerals) worldwide.
urban economic cultural political social population	Name features of an environment (eg kitchen, role-play)	Comment on Natural features of local area (e.g. woods, Shooters Hill)	Explain how human impact can change the vegetation in a location. (Kent and London)	Identify simple human and physical features.	Explain why a person might migrate.	Explain how settlements use the local landscape and resources. Understand how these have changed over time.	Name some of the exports or physical features of countries around the globe that these countries rely on economically.	
		Comment on Human features (e.g. Farm, petrol garage, shops)	Make suggestions on how they could improve the environment.	Explain how humans have had/can have an impact upon the physical environment.	Understand that there are different types of soil and that different vegetation requires different soil types (cacti found in the desert etc.)	Understand how these have changed over time.	Describe economic activity including trade links. Know about supply and demand, exporting and importing.	
				Relate a location's proximity to the equator/poles with its climate.	Understand that there are different types of soil and that different vegetation requires different soil types (cacti found in the desert etc.)	Say how humans work with the water cycle to provide water to our homes.	Understand key aspects of climate zones, biomes and vegetation belts.	
					Understand why volcanic eruptions and earthquakes occur and how they are measured.	Explain the impact that human's water use has on a local environment. Locate mountains in the UK.	Compare the landscape in two locations and how people use their landscape for defence.	

Key Geographical Qs	<p>Where do we go to ... wash our hands?</p> <p>What is different about summer clothes and winter clothes?</p> <p>What can you see growing in our garden?</p>	<p>How are these houses different to the ones in Welling?</p> <p>Where is the big field? Can you explain how to get there?</p> <p>Was Bellegrove road quiet or busy? How do you know?</p> <p>Which road had more traffic?</p>	<p>How do we celebrate our cultural heritage?</p> <p>How are toys different across the globe?</p> <p>Why do people want to live in Welling?</p> <p>How have habitats changed in the last 50 years?</p>	<p>How are some buildings different because of local materials available?</p> <p>How are the polar regions changing?</p>	<p>What happens if a volcanic eruption occurs today?</p> <p>How has the River Nile changed since the Ancient Egyptian era?</p> <p>Why is art different in different localities?</p> <p>What factors influence people to migrate?</p>	<p>Why do rivers change so much over time?</p> <p>Is tourism important?</p> <p>Why do people travel?</p>	<p>Why is Britain so diverse?</p> <p>Why did these people settle in these regions?</p> <p>What geographical tools has space travel brought to the world?</p> <p>Why are regions in South America changing so quickly? Google Earth Soybean Farm</p>	<p>Where are charitable organisations providing aid across the globe?</p> <p>Why is tourism important in Mexico?</p>

Vocabulary lists

N	R	YR1	YR2
<p>Same Different Where Inside Outside Nouns for familiar rooms, areas</p>	<p>Positional & directional language Forward Backwards Turn Near Far In Front Behind Left Right Similar Local road names Local services (garage, shops, church, farm, garden centre, crossing, island)</p>	<p>North South East West beach Coast Cliff Sea Ocean Harbour Weather (words associated with) Marine Habitats Vegetation Seaside Local Area</p>	<p>Season Forest Hill Mountain River Soils Vegetation City Town Village Factory Farm House Office Arctic/Antarctic Polar Regions Africa Materials - different homes? Settlements (London)</p>

YR3	YR4	YR5	YR6
<p>Volcano Trade Hemi-sphere Environment Eco-friendly Population Aerial Climate Atlas Globe Italy Volcanoes Egypt River Nile European Settlers Trade</p>	<p>Migration Settlement Transportation Ordnance Survey Heritage Tourism Produce Resource Landmark County Precipitation Distribution Minerals Rivers Water Cycle Roman Britain UK Tourism</p>	<p>Migration Tropical Biome GDP Equator Tropics Sustainable Land Use Economic Landscape Migration Trade Greece South America Biomes, vegetation belts, climate</p>	<p>Latitude Longitude Greenwich Meridian Borough Ecosystem North America Tourism Africa - electricity</p>