

**William Martin Schools and Nursery &
St James' Church of England Primary School**
GEOGRAPHY PROGRESSION MAP

EYFS

EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.

Understanding the World

3 and 4-year-olds will be learning to:

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

- Practitioners can create books and displays about children's families around the world, or holidays they have been on.
- Encourage children to talk about each other's families and ask questions.
- Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.

Children in reception will be learning to:

Draw information from a simple map.

- Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.
- Familiarise children with the name of the road, and or village/town/city the school is located in.
- Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.
- Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

Recognise some similarities and differences between life in this country and life in other countries.

- Teach children about places in the world that contrast with locations they know well.
- Use relevant, specific vocabulary to describe contrasting locations.
- Use images, video clips, shared texts and other resources to bring the wider world into the classroom.
- Listen to what children say about what they see.
- Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.



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<p>Explore the natural world around them</p>	<ul style="list-style-type: none"> ➤ Provide children with have frequent opportunities for outdoor play and exploration. ➤ Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. ➤ Create opportunities to discuss how we care for the natural world around us. ➤ Offer opportunities to sing songs and join in with rhymes and poems about the natural world. ➤ After close observation, draw pictures of the natural world, including animals and plants. ➤ Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.
<p>Describe what they see, hear and feel whilst outside.</p>	<ul style="list-style-type: none"> ➤ Encourage focused observation of the natural world. ➤ Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. ➤ Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. ➤ Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside
<p>Recognise some environments that are different from the one in which they live</p>	<ul style="list-style-type: none"> ➤ Teach children about a range of contrasting environments within both their local and national region. ➤ Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. ➤ Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.



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Key Objectives					
	Geographical skills and fieldwork <i>Develop skills throughout all units</i>	Locational Knowledge	Place knowledge		Human and Physical Geography
Year 1	<ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the United Kingdom and its countries. - 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 	<ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> - 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 using Barnaby Bear/class bear. 		<ul style="list-style-type: none"> - Identify seasonal and daily weather patterns in the United Kingdom. - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
			Key Vocabulary		
			Community country United Kingdom England Scotland Wales Northern Ireland Australia	Equator North Pole South Pole map physical human weather hot and cold	



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Year 2	<ul style="list-style-type: none"> - 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 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. 	<ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> - 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 concentrating on islands and sea sides. 		Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • 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
			Key Vocabulary		



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Year 3	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and described features studied. - Learn the eight points of a compass, 2 figure grid reference (maths coordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> - Locate and name the continents on a World Map. - Locate the main Countries of Europe including Russia. - Identify capital cities of Europe. - Locate and name the Countries making up the British Isles, with their capital cities. - Identify longest rivers in the world, largest deserts, highest mountains. - Compare with UK. - Identify the position and significance of the Equator, N and S. Hemisphere, Tropics of Cancer and Capricorn 	Key Vocabulary		<ul style="list-style-type: none"> - Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science; rock types. - Human geography including trade links in the Pre-roman and Roman era. - Types of settlements in Early Britain linked to History. Why did early people choose to settle there?
			<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> community Europe United Kingdom earthquake compass points Northern Hemisphere Tropic of Capricorn Physical feature settlement </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> country Capital city Italy volcano Equator Southern Hemisphere Tropic of Cancer Human feature water cycle </td> </tr> </table>	<ul style="list-style-type: none"> community Europe United Kingdom earthquake compass points Northern Hemisphere Tropic of Capricorn Physical feature settlement 	
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Year 4	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Learn the eight points of a compass, four-figure grid references. - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. 	<ul style="list-style-type: none"> - On a World Map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. - Locate and name the main countries and cities in/around Essex. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Describe and understand key aspects of: Physical geography, including; climate zones, biomes and vegetation belts (link to work on Rainforest) - Types of settlements in modern Britain; villages, town, cities. 											
			Key Vocabulary		<table style="width: 100%; border: none;"> <tr> <td style="border: none; width: 50%;">atlas</td> <td style="border: none; width: 50%;">globe</td> </tr> <tr> <td style="border: none;">computer mapping</td> <td style="border: none;">fieldwork</td> </tr> <tr> <td style="border: none;">grid reference</td> <td style="border: none;">settlement</td> </tr> <tr> <td style="border: none;">North America</td> <td style="border: none;">South America</td> </tr> <tr> <td style="border: none;">environmental</td> <td style="border: none;">biome</td> </tr> <tr> <td style="border: none;">region</td> <td style="border: none;">vegetation belt</td> </tr> <tr> <td style="border: none;">climate zone</td> <td style="border: none;"></td> </tr> </table>	atlas	globe	computer mapping	fieldwork	grid reference	settlement	North America	South America	environmental	biome
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Year 5	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping (Google Earth) 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 United Kingdom in the past and present. - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. 	<ul style="list-style-type: none"> - Locate the main countries in Europe and Africa - Locate and name principal cities. - Compare 2 different regions in UK rural/urban. - Locate and name the main countries and cities in England. - Linking with History, compare land use maps of UK from past with the present, focusing on land use. - Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with Science 	<ul style="list-style-type: none"> - Compare a region in UK with a region in Africa (eg, Ghana) with significant differences and similarities. Eg. Link to Fairtrade - (Focus on Africa rather than S. America as this is covered elsewhere in KS2 and this will enhance our decolonising the curriculum provision). 	<ul style="list-style-type: none"> - Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. – - Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade).
			Key Vocabulary	
			Ordnance Survey grid reference rural Africa distribution of resources latitude	fieldwork compass points urban trade/fairtrade land use longitude Greenwich Meridian



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Year 6	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping (Google Earth) to local countries and describe features studied. - Extend to 6 figure grid references with teaching of latitude and longitude in depth. - Expand map skills to including non-UK countries. - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> - On a world map locate the main countries in Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. - Linking with local History, map how land use has changed in local area over time. - Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. - Understand how these features have changed over time. 	Key Vocabulary		<ul style="list-style-type: none"> - Describe and understand key aspects of; Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D & T)
			<ul style="list-style-type: none"> cities Australasia land use plate tectonics environmental region latitude distribution of natural resources 	<ul style="list-style-type: none"> counties Asia erosion ring of fire grid reference longitude fieldwork 	

