



## St Andrew's C. Of E (V.C.) Primary School – Progression in Geography

### **Nursery:**

#### **Development Matters:**

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Continue developing positive attitudes about the differences between people.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Talk about what they see, using a wide vocabulary

### **Reception:**

#### **Development matters**

- Talk about members of their immediate family and community.
- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

### **ELG:**

- Describe their 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
- 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.

| KEY STAGE 1   | LOWER KEY STAGE 2   | UPPER KEY STAGE 2   |
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| <p><i>Maps, atlases and globes must be available to the children to use throughout their programs of study to help give them a sense of their location in the world.</i></p> <ul style="list-style-type: none"> <li>*Use simple fieldwork and observational skills to research a wellknown area.</li> <li>*use aerial photos</li> <li>*Create a map of a well-known area e.g. School grounds.</li> <li>*Express own views about a place, people or environment.</li> <li>*Use locational and directional language when describing position (N,S,E,W, near, far, left right)</li> <li>*Recognise how the four seasons are different.</li> <li>*Ask geographical questions.</li> <li>*identify seasonal and daily weather patterns</li> </ul> <p>*Uses maps, atlases and globes with increasing independence.</p> <p>*Locate places of personal interest on maps, atlases and globes.</p> <p>*Identify how places are different and similar.</p> <p><b>Yr – our school (inc. fieldwork)</b></p> <p><b>Yr 1 – weather</b></p> <p><b>Yr 1 – Our world</b></p> | <p><i>Children should be able to use maps to locate the Equator, the tropics and consider countries and their climates.</i></p> <p><i>Key landmarks of countries studied should be identified by the children as well as physical and human features.</i></p> <p><i>Comparisons should be made by critically studying pictures, drawing conclusions, posing questions and using prior knowledge for map reading.</i></p> <ul style="list-style-type: none"> <li>*Use map keys to make assumptions about what a place is like.</li> <li>*Identify geographical and topographical features of an area e.g. hills, rivers, weather.</li> <li>*Identifies and locates the counties and cities within the UK</li> <li>*Use an 8-point compass.</li> <li>*Analyses physical and human features of two locations and draws conclusions</li> <li>*Understand the cause and process of a key physical feature i.e. volcanoes</li> <li>*Discuss how physical features effect human life.</li> <li>*Use locational language to describe/ identify points on a map.</li> <li>*Describes, explains and draws conclusions about causes and impacts of natural disasters.</li> <li>*Ask, research and explain early settlements in the local area.</li> <li>*Classifies buildings and recognises symbols on maps relating to buildings</li> </ul> <p><b>Y3 – natural disasters and volcanoes</b></p> <p><b>Y3 – The UK</b></p> | <p><i>Children should build on prior knowledge of UK regions by using maps to locate countries of Europe.</i></p> <ul style="list-style-type: none"> <li>*locate and identify the worlds countries (including Russia), focussing on the countries and cities of Europe.</li> <li>*Uses maps, globes and Google Earth confidently to locate locations.</li> <li>*Understands the difference between physical and human features and locates these on maps</li> <li>*Comparisons are made between the America's, Europe and the local area, including how these have changed as time has past</li> <li>*Recongises maps on different scales and calculates scales on own maps</li> <li>*visits, locates and presents evidence based on a local study, including key geographical features.</li> <li>*Explains and records differences in the local area as time has past.</li> <li>*Compares land use and economies in the immediate area in the present and past.</li> <li>*Reads maps of the local area and can locate using grid references.</li> <li>*Locates places using 4 and 6 figure grid references.</li> <li>*Creates maps that include geographical features and a key.</li> </ul> <p><b>Y5 – European Odyssey</b></p> <p><b>Field work</b></p> |

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| <p>Children should be able to locate the seven continents and five seas and oceans on maps and globes.</p> <p>Using maps and atlases, children should locate the equator and locate countries located on the Equator.</p> <p>Children should understand what a capital city is and identify the four capital cities of the United Kingdom and surrounding seas</p> <p>Children should be able to identify the four countries that make up the United Kingdom.</p> <p>* Use simple compass directions to describe the position of features on a map.</p> <p>*Ask geographical questions relating to comparisons and change.</p> <p>*Express views about a place, people and environment and justify them.</p> <p>*Identify key human and physical features of a well-known area.</p> <p>*Use vocabulary to describe human and physical features e.g. E.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. City, town, village, factory, farm, house, office, port, harbour, shop</p> <p>*Use locational and positional language when identifying routes on a map.</p> <p>*Make comparisons of human and physical geography between small area of UK and a small area in a non –European country</p> <p>*identify hot and cold areas of the world (equator/north and south pole)</p> <p>*Make predictions about a place based on evidence.</p> <p>*Use basic symbols in a key</p> <p>*Identify the UK and its countries</p> <p>*Identify changes to localities over periods of time.</p> <p><b>Y2 Sail the Ocean</b></p> | <p><b>Fieldwork</b></p> <p>Children should identify countries in both hemispheres and locate these on a map. They should be able to use and explain the terms 'climate zone' and 'biome'.</p> <p>Children should be given the chance to develop personal responses to environmental issue such as global warming.</p> <p>Google Earth/ maps, atlases and globes must be used by the children to research answers to questions.</p> <p>*Ask questions and deduce information from maps.</p> <p>*Begin to offer informed solutions for big questions such as global warming</p> <p>*Understands what a biome is and can raise questions about climate.</p> <p>*Compares environmental regions and understands the differences in features.</p> <p>*Undertakes surveys, presents data and draws conclusions.</p> <p><b>Yr 4 – rainforests</b><br/> <b>Y4 rivers (The Nile)</b><br/> <b>Fieldwork: River study</b></p> | <p>Children should take part on a variety of local studies to find out opinions and beliefs, including selecting methods for collecting, presenting and analysing data.</p> <p>Building on prior knowledge of grid references, children should be able to select the most appropriate resources for different purposes e.g. atlases to find a country, Google Earth to find a village.</p> <p>A variety of new geographical language is introduced, including latitude and longitude, trade vocabulary and field work skills are developed further.</p> <p>*I can understand the similarities and differences (in both human and physical geography) of a region of the UK and a region of North or South America</p> <p>*Relates geographical features to trade links.</p> <p>*Locates major cities of the world and compare.</p> <p>*Uses maps to identify longitude and latitude and relates to modern technology.</p> <p>*Relates key physical and human features to locality e.g. trade, transport and population changes.</p> <p>*Relates tourist trade to physical and manmade features.</p> <p>*Use an 8 point compass to direct and locate</p> <p>*Develops environmental responsibility in the world.</p> <p><b>Yr 6 Local study – The quarry (inc. Fieldwork)</b><br/> <b>Y6 – Amazing Americas</b><br/> <b>Y6 Environmental issues</b></p> |
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| <b>Y2 Around the world (Travel and transport)</b><br><b>Y2 London</b> |  |  |
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\*Coloured highlights indicate which unit each of the skills is covered within.