

GEOGRAPHY PROGRESSION MAP

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
T1: Leading Questions	Why did the dinosaurs die out?	Why was Windrush a significant part of British History?	What happened when nomadic people settled?	Why did the Mayans settle in the Yucatan Peninsula?	How did Roman culture shape Great Britain?	Why was World War II a significant turning point in History?
	What are the main features of Cheltenham Town?	How does life in Ghana differ to life in Cheltenham?	What are the environmental threats to life in the Caribbean?	What are the long-term effects of water pollution for our planet?	To what extent has human activity affected our biomes?	Are extremes becoming more extreme?
	How have our homes changed over time?	How did British Explorers shape our knowledge of the world?	What makes a great Civilisation?	What is the greatest legacy of the ancient Greeks?	Does invasion lead to victory?	How has Bath Road changed over time?
Geographical enquiry	<ul style="list-style-type: none"> To ask What is Cheltenham like? What is the countryside like? Use information books/pictures as sources of information and books listed Investigate local area of Cheltenham Make observations about where things are e.g. within school or Cheltenham. 	<ul style="list-style-type: none"> What is Ghana? What or who will I see there? What do people do there? Use books listed, stories, maps, pictures/photos and internet as sources of information. Investigate surroundings. Make appropriate observations about why things happen. Make simple comparisons between Ghana and Cheltenham. <p>Also include year 1 objectives</p>	<ul style="list-style-type: none"> What are physical and human characteristics of the Caribbean and Tobago? Use atlases. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and draw conclusions e.g. make comparisons between Tobago and Gloucestershire using photos/pictures, temperatures in different locations. <p>Also include year 1/2 objectives</p>	<ul style="list-style-type: none"> What is the water cycle? Use atlases to locate the world's countries to focus on Europe key physical and human characteristics, countries, and major cities. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. Use sketch maps, plans and graphs, and digital technology. <p>Also include year 3 objectives</p>	<ul style="list-style-type: none"> Suggest questions for investigating biomes Use primary and secondary sources of evidence in investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse statistics and other information to draw clear conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it <p>Also include year 4 objectives</p>	<ul style="list-style-type: none"> Suggest questions for investigating the Arctic and Antarctic Analyse statistics and other information to draw clear conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it Analyse and give views on the effectiveness of different geographical representations of a location (aerial images compared with maps/topological maps - as in London's Tube map). <p>Also include year 5 objectives</p>
Locational knowledge	<ul style="list-style-type: none"> To be able to 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"> Y1 + To be able to name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> Y1/2 + Name and locate countries, main cities in UK. Identify the human/physical characteristics of an area in the UK inc. key topographical features and land-use patterns. Name and locate the countries of Europe Identify the physical/human characteristics of places in Europe. To be able to locate the main countries, in North America, concentrating on one environmental region & its physical and human characteristics. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle. Describe some of the characteristics of these geographical areas. 	<ul style="list-style-type: none"> Y3 + Name and locate geographical regions in UK. Understand how human and physical aspects have changed over time. To be able to locate the countries, in South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. Explain own views about locations, giving reasons. 	<ul style="list-style-type: none"> Y4+ Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, including key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how these aspects have changed over time. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics. Locate the main countries in Europe. 	<ul style="list-style-type: none"> Y5 + Map how land use has changed in local area over time. Describe geographical diversity across the world. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night. Greenwich Meridian).

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Place knowledge	<ul style="list-style-type: none"> To 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. To be able to identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South pole. Identify land use around the school. 	<ul style="list-style-type: none"> Y1 + To be able to use basic geographical vocabulary to refer to the land use and physical features of our school, its grounds and of the surrounding environment. 	<ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of two regions in the UK. Use a range of resources to identify the key physical and human features of locations. Describe the current locality of the school and what it was like in the past. To understand geographical similarities and differences through studying the human and physical geography of a region in the UK and a region in North America (Florida) 	<ul style="list-style-type: none"> Y3 + To understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a South America (Mayans). Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> To compare a region in the UK with a region in Europe (Greece) with significant differences and similarities. Understand some of the reasons for geographical similarities and differences between countries To compare a region in the UK with a region in N. or S. America or Europe with significant differences and similarities (when studying biomes). Use a range of geographical resources to give a description and opinions of the characteristic features of a location. Describe how a location has changed and why Identify and describe how a physical feature affects the human activity within a location. 	<ul style="list-style-type: none"> Y5 + Describe how locations around the world are changing and explain some of the reasons for change. Describe how countries and geographical regions are interconnected and interdependent
Human and physical geography	<ul style="list-style-type: none"> Identify the key features of a location in order to say whether it is a town (urban) or countryside (rural). Use basic geographical vocabulary: sea, ocean, beach, mountain, forest, city, town, farm, village, factory, house. 	<ul style="list-style-type: none"> To be able to use basic Geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area 	<ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, mountains, volcanoes and earthquakes. human geography, including: settlements and land use. 	<ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle. human geography, including: settlements and land use (types of settlements in modern Britain: villages, towns, cities) economic activity including trade links (between UK and Europe and ROW), and the (fair/unfair) distribution of natural resources including energy, food, minerals, and water supplies. 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. human geography, including: settlements, land use, economic activity including trade links (between UK and Europe and ROW), and the (fair/unfair) distribution of natural resources including energy, food, minerals, and water supplies. 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle. human geography, including: settlements, land use, economic activity including trade links (between UK and Europe and ROW), and the (fair/unfair) distribution of natural resources including energy, food, minerals, and water supplies.
Geographical skills and fieldwork	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. To be able to use locational and directional language (eg, near and far, left and right), Follow directions (Up, down, left/right, forwards/backwards) to describe the location of features and routes on maps. To be able to 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. To be able to use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding areas. To devise simple picture maps using own basic symbols of imaginary places or from stories Use a simple picture map to move around the school; recognising that a map is about a place. Use relative vocabulary 	<ul style="list-style-type: none"> To be able to use simple compass directions (North, East, South and West) to describe location of features and routes on a map. Use letter/no. coordinates to locate features on a map (A1, B1). Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) understanding the need for a simple key. Follow a route on a map. Use a plan view. Use an infant atlas to locate places Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map). Look down on objects to make a plan view map. 	<ul style="list-style-type: none"> To be able to use maps, atlases & globes and digital/computer mapping to locate countries and describe features studied. To start using the eight points of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build knowledge of United Kingdom and wider world. To be able to 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. Draw a map of a short route experienced, with features in correct order using standard symbols for a key Recognise symbols on an OS map Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering). Begin to match boundaries (E.g. find same boundary of a country on different scale maps). Draw a sketch map from a high view point 	<ul style="list-style-type: none"> Y3 + Make a simple scaled map of a short route experienced, with features in correct order. Draw a sketch map accurately from a high view point 	<ul style="list-style-type: none"> To be able to use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. To confidently use 8 points of a compass, and 4-figure grid references, symbols and key (including use of OS maps) to communicate knowledge of the UK and the world. Use different types of fieldwork sampling (random and systematic) to observe, measure, record the human/physical features in local area. Record results in a range of ways, including sketch maps, plans, graphs, digital technologies. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). Draw a sketch map using symbols and a key. Use/recognise OS map symbols. Compare maps with aerial photographs. Select a map for a specific purpose. Measure straight line distance on a plan. Find/recognise places on maps of different scales Draw a plan/view map with some accuracy. 	<ul style="list-style-type: none"> Y5 +. To extend to 6 figure grid references with teaching of latitude and longitude in depth. To expand map skills to include non-UK countries. Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use atlas symbols. Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use a scale to measure distances. Draw/use maps and plans at a range of scales. Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world).

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Style of map	<ul style="list-style-type: none"> • Picture maps • Globes 	<ul style="list-style-type: none"> • Find land/sea on globe. • Use basic outline maps. • Use large scale OS maps. • Use an infant atlas. 	<ul style="list-style-type: none"> • Use large and medium scale OS maps. • Use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> • Use index and contents page within atlases. • Use medium scale land ranger OS maps. • Variety of maps • Recognise world map as a flattened globe 		
Vocabulary	<p>United Kingdom, continents, capital city, North and South pole, sea, ocean, equator, seasons, spring, summer, autumn, winter, hot, cold, sunny, temperature, rain, wind near, far, left, right, up, down, forwards, backwards, beach, mountain, forest, countryside city, town, farm, village, factory, house</p>	<p>Previous year group vocabulary included. cliff, coast, hill, mountain, river, soil, valley, vegetation, weather, office, port, harbour, shop, rural, urban, cathedra, North, East, South and West road, street, church, park, library, field, wood, bridge, rail, stream, footpath, post office.</p>	<p>Previous year groups vocabulary included. countries, Europe, North America Physical features – climate, vegetation, terrain, coasts and rivers, human features – population, land use, trade, export, import, goods, buy, sell, service industry, farming, tourism, economy, Northern. and Southern Hemisphere, Tropics of Cancer and Capricorn. North-East, South-West, North-West, South-East, key, symbols, main road, contour lines, street, volcano, earthquake, tectonic plates, oceanic plate, continental plate, Ring of Fire, plate boundary, fault line, tsunami, Richter scale, tropical climate.</p>	<p>Previous year groups vocabulary included. regions, South America, river source, lake, channel, banks, bed, floodplain, upland, meandering, erode, valley, gorges, canyons, streams, brooks, creeks, springs, waterfall, recycling, reducing plastics, pollution, biodegradable, landfill, fairtrade, exploitation, trade, export, import, buy, sell, farming, Settlements – village, hamlet, town, city, Water cycle – evaporation, condensation, deforestation, clouds, rain, precipitation</p>	<p>Previous year groups vocabulary included. Biomes, migration, landscapes, plants, rainforests, deserts, rocky, soil, shallow, savannah, grasses, shrubs, wildebeest, woodlands, trees, mosses, fern, lichen, grassland, Zebras, giraffes, rhinos, elephants, tundra, frozen, freezing temperatures. Latitude, longitude, time zones, Greenwich mean time</p>	<p>Previous year groups vocabulary included. motorway, hamlet, village, town, suburb, inner city, iceberg, ice sheet, frozen, glacier, aurora, Climate change, carbon dioxide, renewable energy, oil, coal gas, fossil fuels, wind, sun and water, electricity, hydropower, solar, wind, geothermal energy, generators, power stations, pollution, turbines, heat.</p>