

## Geography Programme of Study Progression Map



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p><b>People, Cultures and Communities – ELG</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul> <p><b>The Natural World – ELG</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p><b><u>Welcome to the UK:</u></b></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, London, Belfast, Cardiff, Edinburgh, capital city.</li> </ul> <p><b><u>Lets go to the beach!</u></b></p> <ul style="list-style-type: none"> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: village, sea, beach, town.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p><b><u>Where in the world am I?</u></b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans.</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p><b><u>Where have you been in the UK?</u></b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed.</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p><b><u>The Tropics</u></b></p> <ul style="list-style-type: none"> <li>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.</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: climate, tropics, tropical, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p><b><u>North and South America</u></b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics.</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: continent, country, city, North America, South America, border.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p><b><u>Maps and Mountains</u></b></p> <ul style="list-style-type: none"> <li>name and locate countries and cities of the United Kingdom, identify their physical features including mountains, rivers, and land-use patterns; showing change over time.</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map.</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, key.</li> </ul>

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<b>Place Knowledge</b>			<p><b>Pupils should be taught to:</b> <u>What are the differences living in the UK (London) and Kenya?</u></p> <ul style="list-style-type: none"> <li>•compare the UK with a contrasting country in the world.</li> <li>•compare a local city/town in the UK with a contrasting city/town in a different country.</li> <li>•use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</li> </ul>	<p><b>Pupils should be taught to:</b> <u>Where have you been in the UK?</u></p> <ul style="list-style-type: none"> <li>•understand geographical similarities and differences through the study of human geography of a region of the United Kingdom.</li> <li>•understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom.</li> <li>•use key vocabulary to demonstrate understanding in this strand; Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features.</li> </ul>	<p><b>Pupils should be taught to:</b> <u>Settlements</u></p> <ul style="list-style-type: none"> <li>•use key vocabulary to demonstrate knowledge and understanding in this strand: landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</li> </ul>	<p><b>Pupils should be taught to:</b> <u>North and South America</u></p> <ul style="list-style-type: none"> <li>•explore similarities and differences, comparing the human geography of a region of the UK and a region of South America.</li> <li>•understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, and South America.</li> <li>•use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</li> </ul>	
<b>Human and Physical Geography</b>	<p><b>Pupils should be taught to:</b> <u>Welcome to the UK:</u></p> <ul style="list-style-type: none"> <li>•use basic geographical vocabulary to refer to key human features, including: city, town.</li> </ul> <p><u>Let's go the the beach!</u></p> <ul style="list-style-type: none"> <li>•use basic geographical vocabulary to begin to refer to the key physical features including: beach, cliff, coast, sea, ocean.</li> <li>•use basic geographical key human features such as port, harbor, shop.</li> </ul>	<p><b>Pupils should be taught to:</b> <u>Where in the world am I?</u></p> <ul style="list-style-type: none"> <li>•identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> <p><u>What are the differences living in the UK (London) and Kenya?</u></p> <ul style="list-style-type: none"> <li>•use basic geographical vocabulary to refer to key human features, including: village, factory, farm, house, office.</li> </ul>	<p><b>Pupils should be taught to:</b> <u>Rivers and the Water Cycle</u></p> <ul style="list-style-type: none"> <li>•describe and understand key aspects of the physical geography including the water cycle.</li> <li>•use key vocabulary to demonstrate knowledge and understanding in this strand: evaporation, water cycle, condensation, precipitation, cooling, filter.</li> </ul>	<p><b>Pupils should be taught to:</b> <u>Volcanoes and Earthquakes</u></p> <ul style="list-style-type: none"> <li>•use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicenter, shock wave, magnitude, tsunami, tornado, climate.</li> <li>•describe and understand key aspects of physical geography, including: volcanoes, tornadoes, tsunamis.</li> <li>•describe and understand key aspects of physical geography, including: climate zones and timezones.</li> </ul> <p><u>Settlements</u></p> <ul style="list-style-type: none"> <li>•human geography, including: types of settlement and land</li> </ul>	<p><b>Pupils should be taught to:</b> <u>Deforestation</u></p> <ul style="list-style-type: none"> <li>•describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and the water cycle.</li> </ul> <p><u>North and South America</u></p> <ul style="list-style-type: none"> <li>•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.</li> <li>•use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disasters settlement, resources, services, good, electricity, supply, generation, renewable, non-</li> </ul>	<p><b>Pupils should be taught to:</b> <u>Maps and Mountains</u></p> <ul style="list-style-type: none"> <li>•physical geography, including climate zones, vegetation belts, mountains and the water cycle.</li> <li>•use key vocabulary to demonstrate knowledge and understanding in this strand: peak, plateau, fold mountain, fault-block mountain, plateau mountain, tourism.</li> </ul>	

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					<p>use.</p> <ul style="list-style-type: none"> <li>•use key vocabulary to demonstrate knowledge and understanding in this strand: settler, site, need, shelter, food.</li> </ul> <p><b>The Tropics</b></p> <ul style="list-style-type: none"> <li>•use key vocabulary to demonstrate knowledge and understanding in this strand: tropics, deforestation, pollution, settlement,</li> </ul>	<p>renewable, solar power, wind power, biomass, conservation, carbon footprint, positive, negative, economic, social, environmental.</p>	
Geographical Skills and Fieldwork		<p><b>Pupils should be taught to:</b> <b><u>Where Do I live?</u></b></p> <ul style="list-style-type: none"> <li>•use simple compass directions and locational and directional to describe the location of features and routes on a map.</li> <li>•devise a simple map; and use and construct basic symbols in a key.</li> <li>•use simple fieldwork and observational skills to study the geography of the surrounding area including key human and physical features, using a range of methods.</li> <li>•use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West.</li> </ul> <p><b><u>Welcome to the UK:</u></b></p> <ul style="list-style-type: none"> <li>•using a map, identify the 4 countries of the United Kingdom.</li> </ul>	<p><b>Pupils should be taught to:</b> <b><u>Where in the world am I?</u></b></p> <ul style="list-style-type: none"> <li>•use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.</li> <li>•use simple compass directions and locational and directional to describe the location of features and routes on a map (world map).</li> <li>•use key vocabulary to demonstrate knowledge and understanding in this strand: plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</li> </ul>	<p><b>Pupils should be taught to:</b> <b><u>Rivers and the Water Cycle</u></b></p> <ul style="list-style-type: none"> <li>•use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world.</li> <li>•use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</li> <li>•use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation.</li> </ul>	<p><b>Pupils should be taught to:</b> <b><u>Settlements</u></b></p> <ul style="list-style-type: none"> <li>•use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>•use key vocabulary to demonstrate knowledge and understanding in this strand: landmark, distance, key, symbol, land use, urban, rural population, coordinates.</li> </ul>	<p><b>Pupils should be taught to:</b> <b><u>Deforestation</u></b></p> <ul style="list-style-type: none"> <li>•use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p><b>Pupils should be taught to:</b> <b><u>Maps and Mountains</u></b></p> <ul style="list-style-type: none"> <li>•use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>•use the eight points of a compass, four and 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.</li> <li>•use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</li> </ul>