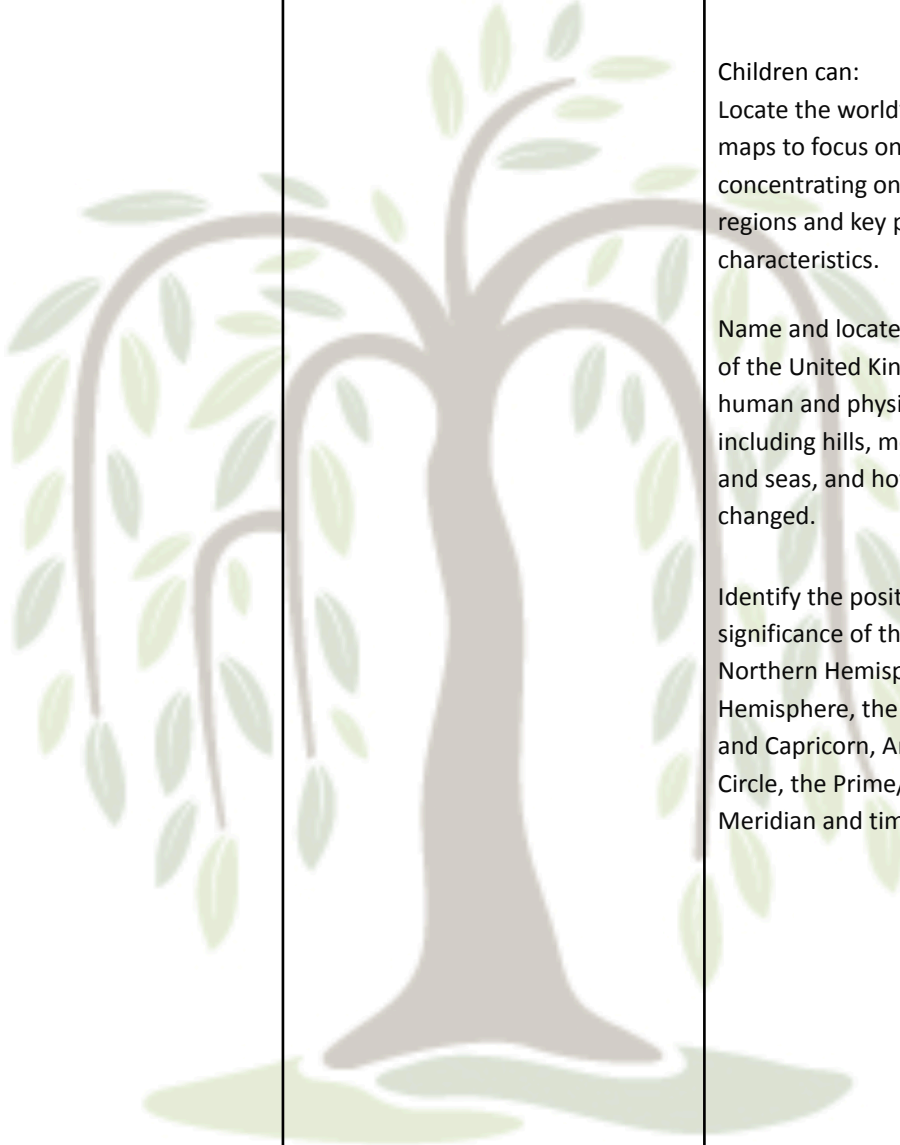


**Lever House Primary School
Geography Progression Map**

	EYFS	KS1		LKS2		UKS2	
Key Objective / Theme	-Hello, here is my community. -Hello, here I go explore...	<u>Year A:</u> -Healthy Humans -Hot and Cold -Fantastic Farington -Oh I do like to be beside the seaside.	<u>Year B:</u> -Apprentice Explorers -Paddington Bear -An African Adventure	<u>Year A:</u> -Rivers, Rivers Everywhere. -Monet	<u>Year B:</u> -Rock of Ages -Active Planet -Roman Rampage -Fairtrade -Route 66	<u>Year A:</u> -Why do we Remember the War? -Gracious Greeks -A Kingdom United -Extreme Environments	<u>Year B:</u> -Bon Voyage! -Journeys to Space
Locational Knowledge	- 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)	Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world’s oceans and continents. Pupils should develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children can: Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries		Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. They will locate places and features accurately on maps. Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and North America. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and		Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK. Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and	

		and capital cities of the United Kingdom and its surrounding seas. 	identifying key physical and human geographical features. Children can: Locate the world's countries, using maps to focus on North America, concentrating on environmental regions and key physical and human characteristics. 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. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.	marine. Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are independent and how they bring about spatial variation and change over time. Children can: Use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, including hills, mountains, coasts, rivers, and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and
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				Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place Knowledge	• 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. • Understand some important processes and changes in the natural world around them, including the seasons.	Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. Children can: Understand geographical similarities and differences through the studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country	Children can 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. Children can: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom; Understand geographical similarities and differences through the study of human and physical geography of a region of a region in European Country; Understand geographical similarities and differences through the study of human and physical geography of a region within the North or South America	Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions. Children can 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. Children can: 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 in North or South America

Human and Physical Geography		Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of Geography. Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. Children can: 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; Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children can describe and understand key aspects of: Physical geography, including: climate zones, biomes, volcanoes, rivers, mountains, earthquakes and the water cycle; Human geography, including: types	Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains. Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children can describe and

			of settlement and land use; economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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.
Mapping and Fieldwork		Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time. Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. Children can: use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;	Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children can:	Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns. Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. Children can: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features

		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; 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 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	Use world maps, atlases and globes to identify those maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	studied Use the 8 points of a compass, 4- and 6-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 Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
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