Geography Progression Map

	Topics	NC/DM	Key Knowledge	Key Skills
Nursery	**Wonderful Me!**	**Understanding the world:** Celebrate and value cultural, religious and community events in their local area and around the world. Children will look at similarities between different communities in their local area and around the world. **PSED:** Develop their sense of membership of a community.	To understand that houses and homes are all different. To know some of the areas in the classroom and talk about the focus.	To observe similarities and differences in homes. To learn about different homes in the UK and also internationally. To observe the classroom and identify the different areas. To notice different areas on classroom maps.
	Together We Celebrate	**Understanding the World:** Talk about what they see when Winter approaches, using geographical vocabulary.	To understand that there are many different countries in the world. To understand that all communities and countries have a set of beliefs.	To identify different places in their local community. To learn that there are many different countries in the world and that they are all unique.
	The Magic of Winter	**Understanding the World:** Begin to understand the need to respect and care for the natural environment and all living things.	To know that seasons change. To know some of the key features of winter and identify them in the local environment. To understand the importance of looking after the environment.	To look at seasonal changes and winter changes in their local environment.

			To know what keeps us safe in winter.	
	Planting a Rainbow	**Understanding the World:** Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things.	To know what plants need in order to grow. To understand the importance of looking after the environment. To know different ways to look after the environment.	To begin to understand how to look after the local environment and how this protects the world. To plant seeds and talk about what plants need in order to grow.
	The Street Beneath My Feet	**Understanding the World:** To learn about different people from a range of occupations from all over the world.	To know the difference between nature and man-made. To know some of the different physical environments across the world. To know some of the occupations that contribute to communities.	To learn about the surrounding physical environment. To learn about what humans have built on this landscape and how that helps us. To explore different occupations that improve the environment and lives of others.
	Fee Fi Fo Fum…	**Expressive Arts and Design:** Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	To know some of the environments from familiar fairytales.	To learn about different **settings** in fairytales and what these environments look like in real life.
Reception	**Me and My Environment**	**Understanding the World:** Draw information from a simple map. Explore the natural world around them.	To know their way around the school, both inside and outside spaces. To understand that Whitehall is in Chingford and that together, all the	To look at key features of the school and draw their own map. To 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.

		Talk about how we care for the natural world. Observe and interact with natural processes such as seasonal changes.	pupils and staff are part of a community. To know about the different aspects of nature, the local envrionment and the changes in the seasons. To understand the difference between natural and manmade objects and resources.	To devise their own map
	If you go down to the woods	**Understanding the World:** Describe what pupils see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world. **Communication and Language:** Articulating ideas and thoughts in well-formed sentences.	To know features of the forest, and to explain how the forest is different to the street.	To look at the key features of the forest, make the comparison between the street where the school is or where the children live. To draw pictures of both environments and label differences and similarities
	Food Glorious Food	**Understanding the World:** Recognise some environments that are different from the one in which they live.	To know some similarities and differences between the natural world around them and contrasting environments. To know where fruit and vegetables grow, the different countries.	To explore the natural world around them making observations. To look at a globe and find the countries.
	Wild and Free	**Understanding the World:** Recognise some environments that are different from the one in which they live.	To know the different habitats both on land and underwater. To understand what a globe represents.	To explore the natural world around them, making observations and drawing pictures of animals.

		Recognise some similarities and differences between life in this country and life in other countries.	To know different animals live in certain regions and habitats.	
	Are we there yet?	**Understanding the World:** Draw information from a simple map. PSED: How to travel safely in the local environment, including: staying on the pavement, holding hands and crossing the road when walking.	To know the different modes of transport. To understand shorter/longer journeys. To know that certain modes of transport suit certain journeys. To know what the map of the British Isle looks like.	To share their journeys to school. To discuss longer journeys on trains, boats and planes. To look at the British Isle map and the globe.
	Habitat Hunters	**Understanding the world:** Drawing simple maps of immediate environments, or maps from imaginary story settings. Discussing how to care for the surrounding natural world. Recognise some environments that are different from the one in which they live.		
Year 1	**The Power of Change (Seasons)**	**<u>Human and physical geography</u>** 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	To know the names of the 4 seasons and to compare seasons in the uk to seasons in another country. To understand that weather changes through the seasons. To understand what the equator is and how it affects the weather	To explain seasonal and daily weather patterns within my local environment. (taught across the year)

	Island Life **(The UK and the Wider World)**	**<u>Human and physical geography</u>** use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	To know the 4 parts of the British Isles. To know the difference between land and sea on a map To know different land types; mountains, hills, forests and beaches. To know how to use google maps to show different parts of the world	I can discuss different land types e.g. mountains, farms, forests, hill, beaches etc. To identify different types of buildings e.g. shop, house, bungalow, office building, factories, farms etc. To at a given map and explain how to differentiate between the land and the sea. To explain that Google Maps shows us a map of the world and that we are able to search for places on it.
Year 2	**London Calling** **(London and the UK**	**<u>Place knowledge</u>** 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 identify different types of buildings e.g. shop, house, bungalow, office building, factories, farms etc. To discuss different land types e.g. mountains, farms, forests, hills, beaches etc. To give my opinion about places using given information or personal experience. To use directional language (near and far; left and right).
	We are Detectives	**<u>Geographical skills and fieldwork</u>** Be taught to 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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the	To know what our community is made up of To understand human geographical features To understand physical geographical features To know the points of a compass To understand why maps are used Understand the purpose of a key on a map	To talk about different places that we have in England e.g. farm, city, port, town, village, harbour etc. To use simple fieldwork and observational skills to study our school and the surrounding area (focusing on key human and physical features)

		location of features and routes on a map **<u>Human and physical geography</u>** 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		
	Fantastic Beasts (climate on land)	**<u>Geographical skills and fieldwork</u>** Be taught 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; 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 understand what an atlas tells us To know what aerial photographs show us To know the 7 different continents To understand different climates To know the difference between climate and weather To understand the impact of climate change on land animals	To look at a world map in an atlas and find specific countries. I To find out information about the world around us using a variety of maps e.g. Google Maps, aerial photographs, drawn maps I To use simple compass directions (North, South, East and West) and describe the locations and features on a map. To use aerial photographs to recognise landmarks and can devise my own map with a simple key.
	Our Beautiful world (Europe & the World) (Climate under water)	**<u>Locational knowledge</u>** Be able to name and locate the world's seven continents and five oceans **<u>Geographical skills and fieldwork</u>**	To understand different climates To know the 5 different seas To understand the impact climate change has on the oceans	To talk about different places that we have in England e.g. farm, city, port, town, village, harbour etc. To give my opinion and explain why I think this way using given information or personal experience. To explain how weather patterns differ across the world in relation to the equator and the North and South Pole.

		Be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	To understand ways that we can tackle climate change	
Year 3	**Guardians of the Forest (Rainforests)**	**<u>Locational knowledge</u>** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 (including day/night)	To know the layers the rainforest and its habitants To know the Earth's biomes To know the climates of the rainforest To know the impacts of deforestation for the world today as well as the future	To use an atlas To find capital cities and explain how they are highlighted To find locations in Google Maps using the search bar independently. To explain why weather patterns differ across the world in relation to the equator and how this affects where people live. To identify the position and significance of the lines of longitude and latitude, Southern and Northern hemispheres. To express my viewpoint about geographical issues to my peers.
	From Bean to Bar (Fairtrade)	**<u>Geographical skills and fieldwork</u>** Be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	To know the environment in which cocoa beans are grown To know how cocoa beans were discovered and led to the production of chocolate To know the impact of fairtrade on farmers and their communities	To locate countries participating in fair trade on a map

		Human and physical geography 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	To know how I can contribute to fair trading communities	
	Explosive Earth (Volcanoes)	**Human and physical geography** describe and 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	To know the types and causes of volcanoes To know where volcanoes are located To know the advantages and disadvantages of living near a volcano The impact of volcanic eruptions	To explain the physical processes in relation to earthquakes and volcanoes. To name the key topographical features in Europe. To identify the position and significance of the lines of longitude and latitude, Southern and Northern hemispheres.
Year 4	**How was Britain Built?**	**Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		To use the index of an atlas to locate countries. To look at OS maps and identify symbols on them. To use the zoom function on Google Maps to ensure that To find an appropriate level of detail on the shown map e.g. to see small roads or just key towns.
	Extreme Earth (Earthquakes and Mountains)	**Human and physical geography** describe and understand key aspects of: human geography, including: types of settlement and		To use the index of an atlas to locate countries. To identify and compare where people live and how this influences their culture and the way they live

		land use physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		To explain why land is used differently and how some of these uses have changed over time. To express my viewpoint about a geographical issue to an external audience.
	Sustainable Cities (Conservation)	**<u>Physical geography</u>**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle **<u>Human geography,</u>** including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		To identify and compare where people live and how this influences their culture and the way they live. To explain why land is used differently and how some of these uses have changed over time. To identify the position and significance of the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle To understand the key aspects of rivers and mountains.
	Where are the children of the Windrush now?	**<u>Human and physical geography</u>** describe and understand key aspects of: human geography, including: types of settlement and land use		To identify and compare where people live and how this influences their culture and the way they live To express my viewpoint about a geographical issue to an external audience.
Year 5	**Trash (Recycling and sustainability)**	**<u>Human and physical geography:</u>** Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	To know the difference between human and physical characteristics. To know how environmental factors affect a location and its land usage. To know how to compare two countries based on their geographical characteristics.	To use maps, atlases, globes and digital/computer mapping, grid references to help me locate specific towns in an atlas. To use compass points and grid references on OS maps to pinpoint key features e.g. a church To use fieldwork to observe, measure, record and present the key physical and human features in our local area. To identify human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

		<u>Geographical skills & Fieldwork:</u> 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	To know how to use coordinates to locate specific points on a map. To know how to use a key on a map to decipher symbols.	
	Blue Planet (Water sustainability)	**<u>Human and physical geography:</u>** Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	To know the four stages of the water cycle. To know how rivers are formed. To know the features of a river. To know the effects of flooding. To know the five oceans of the world.	To identify the position and significance of climate zones and times zones
Year 6	**Battles, Blackouts and the Blitz**	**<u>Place knowledge</u>** 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	To understand the geographical progression of WWII. To know how and why the evacuees were moved from the city to the country.	To use topological maps in atlas' to understand different physical features of places. To use different maps on Google maps to find out information about places e.g. aerial, satellite To compare different maps and evaluate their usefulness for different tasks. To explain how reliable evidence is and use this to support my answers. To choose which key vocabulary to use in responses to questions to highlight my viewpoint.
	Our Fragile Earth	**<u>Locational knowledge</u>** Locate the world's countries, using maps to focus on Europe (including the location of	To know where we are located in Europe and the difference between islands and landlocked countries.	To use topological maps in atlas' to understand different physical features of places. To use different maps on Google maps to find out information about places e.g. aerial, satellite

		Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	To know where there are current places of conflict which is leading to displacement and refugees. To know that language has connotations (refugee, expat, immigrants). To understand that migration can be caused by natural disasters that are heightened by climate change. To know that migration has an impact on population, infrastructure and changes in community.	To compare different maps and evaluate their usefulness for different tasks.
	How the America's came to be	**<u>Place knowledge</u>** 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	To know where North America is located and its relation to the rest of the work. To know the difference in landscapes contained within North America. To understand how America's resources supported its current development. To understand the differing natural occurrences that take place due to its topography. To know America's place on an international scale	To explain how environmental factors influence the way we live. To use specific facts and figures appropriately in order to persuade or explain environmental factors.

			here and now (political and devices ideology).	
	Ancient and Modern Greece	**<u>Place knowledge</u>** 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	To know why people live near volcanoes. To know of key Greek figures who influenced the way we live now. To understand the role of Ancient Greece on the world stage and its influence on philosophy, law and structure of society.	To explain how environmental factors influence the way we live. To use specific facts and figures appropriately in order to persuade or explain environmental factors.