

## Geography

	<b>Locational knowledge and Place knowledge</b>	<b>Human and physical geography Enquiry skills</b>	<b>Geographical concepts/vocab</b>	<b>Using globes, maps, and plans</b>	<b>Map work skills</b>	<b>Fieldwork</b>
<p><b>Expected by the end of</b></p> <p><b>Early years</b></p>	<p>Children identify and talk about things/ objects in the place (environment) where they are and talk about them.</p> <p>Children ask questions about a place.</p> <p>Children can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <b>(Early Learning Goals, Understanding of the World. People, Culture and Communities.</b></p>	<p>Children can use secondary sources – pictures, photos, stories, films to find out about a place</p> <p>Children can describe a place using simple words.</p> <p>Children understand some important processes and changes in the natural world around them including the weather. <b>(Early Learning Goals, Understanding of the World. The Natural World.</b></p>	<p>Children know &amp; can use simple geographical vocabulary e.g. near/far up/down, wet/dry. Right/left.</p> <p>Can children describe a place in simple terms? e.g. shop, house, weather, season, beach, farm, hill, town etc</p>	<p><b><u>Style of maps</u></b> Real maps, globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, and story map.</p> <p><b><u>Using maps</u></b> Use a simple map with symbols to spot features in the school grounds or in the local community. To identify local features on aerial photograph.</p> <p>Look at signs and symbols on different types of maps for example in school, and the local community</p>	<p><b><u>Direction/ Location</u></b> Follow simple directions.</p> <p><b><u>Drawing maps</u></b> Children draw or create own simple picture maps, plans with labels of places they know, or imaginary places/ stories.</p> <p>Children can draw round objects 1:1 to get plan view.</p> <p>Rosie's work - map work</p>	<p>Children can use their senses to observe places.</p> <p>Children can identify simple types of buildings and places around them. They can explore the school grounds.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. <b>(Early Learning Goals, Understanding of the World. The Natural World.</b></p> <p>Children can 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. <b>(Early Learning Goals, Understanding of the World. People, Culture and Communities.</b></p> <p>Children 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. <b>(Early Learning Goals, Understanding of the World. The Natural World.</b></p>



# Forest Park Primary School - Progression Maps



<p><b>Expected by the end of</b></p> <p><b>Year 1</b></p>	<p>Children study the geography of their school and its grounds.</p> <p>Children can recognise and identify the UK on a globe.</p> <p>Children can name, locate and identify characteristics of the four countries and capital cities that make up the United Kingdom and its surrounding seas.</p> <p>Children can name and locate the world's 7 continents and 5 oceans and identify that the UK is part of Europe.</p> <p>Children can respond to questions – like what and where?</p>	<p>Children can use observational skills to ask and respond to questions.</p> <p>Children can identify and talk about seasonal/ daily UK weather patterns.</p> <p>Children can identify physical and human features of their school and its grounds and surrounding environment.</p>	<p>Children to use simple geographical vocabulary e.g. near/far up/down when talking about maps.</p> <p>Children can use basic geographical vocabulary to refer to physical and human features of their school and its grounds and surrounding environment.</p> <p>Children to use geographical vocabulary e.g. country, city, landmarks, mountain, river and weather to talk about the UK.</p> <p><b>Concepts interwoven in geography topics:</b></p>	<p><b>Style of maps</b> Picture maps and globes.</p> <p><b>Using maps</b> Use a simple picture map to move around the school; Begin to look at digital maps and satellite images to see the school and its grounds.</p> <p>Recognise maps are about places.</p>	<p><b>Direction/ Location</b> Children can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p><b>Drawing maps</b> Draw picture maps of imaginary places and from stories. Developing early map making skills of the school grounds, using aerial viewpoints to help.</p> <p>Children can add simple information to maps for example, labels and markers.</p> <p>Children can draw around simple shapes and explain what they are on the map for example, houses.</p> <p>Children can start to use own symbols in a map.</p>	<p>Children can use simple fieldwork and observational skills to study the geography of the school and its grounds.</p> <p>Children can use first hand observation to investigate places - the school grounds.</p>
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## Forest Park Primary School - Progression Maps



			Place Space Scale			
<p><b>Expected by the end of</b></p> <p><b>Year 2</b></p>	<p>Revisit and recap- Children can identify and name the four countries that make up the United Kingdom including capital cities and surrounding seas.</p> <p>Children can name the city they live in. children can name some towns in Stoke-On-Trent.</p> <p>Children can name and locate hot and cold areas of the world in relation to the Equator and the North and South Pole.</p> <p>Children can understand geographical similarities and differences through studying the human &amp; physical geography of a small area of the UK</p>	<p>Children can study the key human and physical features of the surrounding environment of my school.</p> <p>Children understand the differences between a town and the countryside.</p> <p>Children begin to explain how/why they can find information from aerial photographs.</p>	<p>Children can use and understand basic geographical specific vocabulary relating to human and physical geography</p> <p><b>Children can use these specific key vocabulary to describe physical features</b> (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)</p> <p><b>key human features</b> (city, town, village, factory, farm, house, office, port, harbour, shop, address)</p> <p>Children are beginning to show some understanding of</p>	<p><b>Style of maps</b> Find land/sea on globe. Use world base maps. Use an infant atlas</p> <p><b>Using maps</b> Use an infant atlas to locate places. Follow a route on a map. Use a plan view. More exposure to digital maps and satellite images (starting from school grounds, year 1, and zooming out to show the wider city)</p> <p>Children can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Children can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Children can identify the countries, continents and oceans studied.</p>	<p><b>Direction/ Location</b> Build on directions from yr1 and include compass directions NSEW.</p> <p><b>Drawing maps</b> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Begin to understand the need for a key. Use class agreed symbols to make a simple key</p> <p>Children can use &amp; construct basic symbols in a key</p>	<p>Children can use first hand observation to investigate places – the school grounds, the streets around and the local area.</p> <p>Children can express their thoughts and opinions during fieldwork.</p> <p>Children can recognise and record different types of land use, buildings and environments</p>

	<p>&amp; contrasting non-European country (Pakistan).</p>		<p>places near and around the school.</p> <p>Children continue to develop a wider geographical vocabulary, such as landmark, urban, rural, human, physical features to describe places or geographical features in different ways.</p> <p>Concepts interwoven in geography topics:</p> <p>Place Space Scale Environment Climate (change)</p>			
<p><b>Expected by the end of</b></p> <p><b>Year 3</b></p>	<p>Revisit and recap - continents and oceans.</p> <p>Revisit and recap 4 countries of the UK.</p> <p>Children can identify and talk about the geography of the UK.</p>	<p>Children can identify and compare human and physical features within the UK.</p> <p>Children can describe the water</p>	<p>Use geographical vocabulary when talking about the UK.</p> <p>Develop geographical vocabulary related to rivers and canals.</p>	<p><b><u>Style of maps</u></b></p> <p>Begin to use junior atlases.(index/contents)</p> <p>Begin to use Digimaps for schools</p> <p>Begin to identify features on aerial/oblique photographs</p> <p>Use large scale OS maps.</p>	<p><b><u>Direction/ Location</u></b></p> <p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. coordinates to locate features on a map. Introduce 8 compass points.</p> <p><b><u>Drawing maps</u></b></p>	<p>Children can use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs.</p> <p>Children can investigate the local area, looking at rivers and canals.</p>



## Forest Park Primary School - Progression Maps



	<p>Children should know the difference between the United Kingdom, Great Britain and the British Isles.</p> <p>Children can name and locate key topographical features of rivers and mountains within the four countries of the UK.</p> <p>Children can identify and locate the different regions of the UK. Know which region they live in.</p> <p>Children can explain the water cycle.</p> <p>Children can name some of the different features of a river.</p> <p>Children to compare and contrast</p>	<p>cycle using a diagram.</p> <p>Children can use first hand observational skills to observe the source of a river.</p> <p>Children can identify key topographical features e.g. – rivers</p> <p>Children can describe &amp; understand key aspects of physical geography, rivers.</p> <p>Children to identify and talk about why some volcanoes are found more often in certain regions of the world and how this is linked to the make-up of the Earth's interior.</p>	<p>Children can use the correct vocabulary to describe the course of a river.</p> <p>Children can use appropriate geographical vocabulary to explain what a volcano is.</p> <p>Children will be able to identify advantages and disadvantages of living near a volcano.</p> <p><b>Concepts interwoven in geography topics:</b></p> <p>Place Space Scale Environment Environmental impact Climate (change) Cultural Awareness Interconnections</p>	<p><b>Using maps</b></p> <p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>Use maps and atlases to locate and identify the four countries of the UK.</p> <p>Use Digimaps, google maps to identify rivers in the world and in the UK.</p>	<p>Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.</p> <p>Know why a key is needed. Use standard symbols</p> <p>Children can use simple grids with letters and numbers and 4-figure coordinates to locate features.</p> <p>.</p> <p>.</p> <p>.</p>	<p>Children can use simple equipment to measure and record.</p>
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	similarities and differences between the region of the West Midlands to the region Naples Bay in Italy.					
<p><b>Expected by the end of</b></p> <p><b>Year 4</b></p>	<p>Revisit and recap continents and oceans.</p> <p>Revisit and recap the four countries, capital cities and regions of the UK.</p> <p>Children begin to identify the cities and counties of the UK.</p> <p>Children can locate the world's countries, using maps to focus on Northern Europe.</p> <p>Children know some of the world's countries, looking at Northern Europe, concentrating on all their environmental regions, key physical &amp; human</p>	<p>Children can describe key aspects of human geography of settlement types, land use.</p> <p>Children can identify and talk about settlement patterns and the way they have changed in the UK in the past.</p> <p>Children can identify similarities &amp; differences of places.</p> <p>Children can communicate geog. information in a variety of ways, including through maps and writing at length</p>	<p>Children continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban, rural, human, physical to describe places or geographical features in different ways.</p> <p><b>Concepts interwoven in geography topics:</b></p> <p>Place Space Scale Environment</p>	<p><b>Style of map</b></p> <p>Use junior atlases. Use Digimaps for schools Begin to identify features on aerial/oblique photograph Use large and medium scale OS maps.</p> <p><b>Using maps</b></p> <p>Locate places on large scale maps, (e.g. Find UK on a globe) Follow a route on a large scale map.</p> <p>Children can locate Europe and identify countries in the northern hemisphere. They can identify key physical or human characteristics, countries, and major cities.</p> <p>Children are beginning to understand scale and distance on a map, using and applying mathematical skills.</p>	<p><b>Direction/ Location</b></p> <p>Use 4 compass points well: Recap 8 compass points and begin to use them; Use letter/no. coordinates to locate features on a map confidently.</p> <p><b>Drawing maps</b></p> <p>Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.</p> <p>Know why a key is needed. Begin to recognise symbols on an OS map.</p>	<p>Children can conduct surveys.</p> <p>Children can carry out a simple questionnaire.</p> <p>Children can investigate the local area, looking at types of shops, services and houses.</p>



# Forest Park Primary School - Progression Maps



characteristics, countries, and major cities.

Children understand how some aspects have changed over time.

Children can identify the significance of position of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic Antarctic Circle time zones.

Recap - continents and oceans.

Children know some of the world's countries, focusing on North America, concentrating on all their environmental regions, key physical & human characteristics, countries, and major cities.

Children to identify human and physical features of North America.

Children to identify and talk about why some earthquakes are found more often in certain regions of the world and how this is linked to the make-up of the Earth's interior.

Environmental impact  
Climate (change)  
Cultural Awareness  
Interconnections



<p><b>Expected by the end of</b></p> <p><b>Year 5</b></p>	<p>Revisit and recap continents and oceans.</p> <p>Revisit and recap the four countries and capital cities in the UK.</p> <p><b>Revisit - regions, counties and cities of the UK.</b></p> <p><b>Children can name/locate the city, county and region they live in.</b></p> <p>Children can explain how aspects of their local area have changed over time.</p> <p>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.</p>	<p>Children can identify physical and human features of their own environment (Local study)</p> <p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the UK (West Midlands) and a region within S. America (Southern cone.)</p> <p>Children can describe in detail types of settlement, land use, economic activity and trade links of the continent. (South America)</p> <p>Children can describe the distribution of</p>	<p>Children to use geographical vocabulary to describe the physical attributes of an area.</p> <p>Children introduce precise geographical words when describing geographical places features &amp; processes such as industry, network, region raw material, energy, fuel, power natural resources.</p> <p><b>Concepts interwoven in geography topics:</b></p> <p><b>Place</b></p> <p><b>Space</b></p> <p><b>Scale</b></p> <p><b>Environment</b></p> <p><b>Environmental impact</b></p> <p><b>Cultural</b></p> <p><b>Awareness</b></p> <p><b>Interconnections</b></p>	<p><b>Style of map</b></p> <p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p> <p>Use digimaps for schools.</p> <p><b>Using maps</b></p> <p>Begin to use atlases to find out about other features of places. (E.g. find countries with a warmer climate.)</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find to find Jamaica. OS map to find local village.)</p> <p>Children can use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>Children realise purpose, scale, symbols and style are related.</p>	<p><b>Direction/ Location</b></p> <p>Use 8 compass points;</p> <p>Begin to use 4 figure coordinates to locate features on a map</p> <p><b>Drawing maps</b></p> <p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key;</p> <p>Use/recognise OS map symbols.</p> <p>Children use a key to make deductions about landscape/ industry/ features etc.</p>	<p>Children use fieldwork to observe, measure &amp; record human &amp; physical features in the local area using a range of methods, including sketch maps, plans, graphs &amp; digital technologies.</p> <p>Children can collect, analyse &amp; communicate with range of data gathered in experiences of fieldwork to show Children understand some geographical processes.</p> <p>Children can carry out a focused in depth study, looking at issues/changes in the area.</p>
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## Forest Park Primary School - Progression Maps



Children can identify and locate South America.

Children will be able to talk about one or more of the continent's large cities and some of the issues it faces.

Children will be able to make a comparison between a region of South America (Southern Cone) and compare to a region within the UK (West Midlands).

Children will be able to talk about the Amazon rainforest and the effects of deforestation.

Children can label the different climate zones and biomes around the world using geographical knowledge to identify which countries are in which zones/biomes.

natural resources including energy, food, minerals & water in the continent S. America.

<p><b>Expected by the end of KS2 Year 6</b></p>	<p>Revisit and recap - Children can name/ locate regions, cities &amp; counties of the UK.</p> <p>Children can name and identify countries in Europe (including Russia).</p> <p>Children describe and make links between places &amp; features. Comparison between the Tatra mountains in Poland and the Peak District in Stoke-On- Trent.</p> <p>Children give reasons for differences.</p> <p>Children know more about the geographical regions of the UK &amp; their identifying physical and human characteristics,</p> <p>Revisit and recap natural disasters including</p>	<p>Children can identify physical and human features of their own environment (Local study)</p> <p>Children use ICT to enhance learning &amp; present findings.</p>	<p>Children to use geographical vocabulary to describe the physical attributes of an area.</p> <p>Children can provide greater detail of geographical regions of the UK &amp; their identifying physical and human characteristics using specific geographical vocabulary.</p> <p>Children can describe and start to explain geographical processes using the correct terminology.</p> <p><b>Concepts interwoven in geography topics:</b> <b>Place</b> <b>Space</b></p>	<p><b>Style of map</b> Confidently use an atlas. Use OS maps- different scales Use Digimaps for Schools. Recognise world map as a flattened globe.</p> <p><b>Using maps</b> Use atlases to find out about other features of places. (e.g. mountain regions,) Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map.</p> <p>Children can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show their knowledge of the United Kingdom and the wider world.</p> <p>Children know that 6 figure Grid References can help you find a place more accurately than 4- figure coordinates.</p> <p>Using Digimap the children to demonstrate the following skills: * zoom in and out of a map.</p>	<p><b>Direction/ Location</b> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p><b>Drawing maps</b> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.</p> <p>Use/recognise OS map symbols; Use atlas symbols</p>	<p>Children use fieldwork to observe, measure &amp; record human &amp; physical features in the local area using a range of methods, including sketch maps, plans, graphs&amp; digital technologies.</p> <p>Children can collect, analyse &amp; communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes.</p> <p>Children can carry out a focused in depth study, looking at issues/changes in the area.</p> <p>Children can imagine how &amp; why area may change in future.</p> <p>Children are able to complete a small fieldwork project with detailed method, and analysis of results.</p> <p>Children can explain most of the results and show links between them.</p>
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## Forest Park Primary School - Progression Maps



	<p>earthquakes, tsunamis and volcanoes. Their location and links to the physical geography in those locations and human effects. .</p>		<p>Scale Environment Environmental impact Cultural Awareness Interconnections</p>	<p>*draw a simple route. * highlight areas. * add an image to a map.</p> <p>Children realise purpose, scale, symbols and style are related.</p> <p>Children can select appropriate maps resources to find and show detailed information.</p>		
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