



Geography Progression Map



INTENT

"The study of geography is more than just memorising places on a map. It is about understanding the complexities of our world." Barack Obama

In our school the teaching of geography inspires in pupils a curiosity and fascination about the world. Geography teaching at Carr Head focuses on enabling children to be 'Geographers'. Our curriculum is planned to ensure a geographical knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geographical knowledge is taught alongside the development of subject specific skills including; being able to collect, analyse and communicate data gathered through field work, being able to interpret a range of sources of geographical information and to communicate geographical information.

Locational and Place Knowledge

EYFS	KEY STAGE ONE		KEY STAGE TWO			
OAK	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Name and locate different parts of the local community. Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.	Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography. (Hot & Cold places: Antarctica / African deserts)	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (School and surrounding area) Understand geographical similarities and differences through studying the human and physical geography of a small area of a non-European country (Africa - Kenya)	Name and locate the counties and cities of the UK, 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 (Lancashire) . Understand geographical similarities and differences through a study of human and physical geography of a region of the United Kingdom (Lake District) . Location knowledge identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, physical geography, including: volcanoes and earthquakes.	Extend knowledge and understanding of Europe; Locate the world's countries using maps – focus on Europe. Identify human and physical characteristics of chosen area; Use maps, atlases and globes to locate countries and describe features studied. (Spain – Costa del Sol) Locate the world's countries using maps – focus on countries in North America. Identify human and physical characteristics of chosen area; Use maps, atlases and globes to locate countries and describe features in North America. Compare North America with other regions previously studied (North America) .	Name and locate counties and cities of the United Kingdom, geographical regions and the identifying physical and human features. (Wider Local area including Blackpool) Understand geographical similarities and differences through a study of human and physical geography of a region in a European country (Greece) . Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and capital cities. (Brazil and the Amazon)	Name and locate counties and cities of the United Kingdom, geographical regions and the identifying physical and human features. (London) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (The Seven Continents)

Skills Progression – Locational and Place Knowledge

I can name and locate different parts of the local community.	I can name and locate the world's seven continents. I can name and locate the world's five oceans. I can talk about physical and human geographical features of my school grounds.	I can name and locate the four countries and capital cities of the UK. I can name and locate the seas surrounding the UK I can talk about physical and human geographical similarities and differences in my local area. I can talk about physical and human geographical similarities and differences between a small area of a non- European country and the place where I live.	I can locate human and physical characteristics in the places I am learning about. I can locate land-use patterns in the places I am learning about. I can talk about physical and human similarities and differences between different parts of the United Kingdom.	I can name and locate countries I am learning about. I can name and locate major cities in the countries I am learning about. I can explain how the location of different European countries affects the climate. I can name and locate the major cities of Europe on a map.	I can locate human and physical characteristics of the locality I am studying . I can locate land-use features of the locality I am studying. I can discuss how some features and land-use patterns have changed over time. I can identify physical and human geographical similarities and differences of a region or North/South America, comparing to the United Kingdom.	I can name and locate countries of the world and explain where they are in relation to one another. I can name and locate major cities of the countries I am learning about. I can locate human and physical characteristics of the world. I can correctly use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Artic/Antarctic Circle and time zones.
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Human and Physical Geography

OAK	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.	Locate 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, ford, stream, copse, housing estate Key human features including, city, town, village, factory, farm, house, office, shop.	Describe and understand key aspects of: Human geography - types of settlement and land-use Physical geography, including: climate zones, mountains, volcanoes and earthquakes.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Describe and understand key aspects of: Physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes Physical geography - rivers and the water cycle	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts. Human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Physical geography, including: tectonic plates



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Skills Progression - Human and Physical Geography						
I can talk about the place where I live and recognise features in my environment.	I can locate hot and cold areas of the world in relation to the Equator and North and South poles. I can identify seasonal and daily weather patterns in the UK. I use geographical words for physical features. I can use geographical words for human features.	I can use geographical words for physical features. I can use geographical words for human features.	I can describe some aspects of physical geography e.g. river, mountains, coasts. I can describe some aspects of human geography e.g. types of settlement and land use. I can describe how the location of a place can affect the human activity e.g. tourism in a hot country.	I can describe some aspects of physical geography e.g. river, mountains, coasts, the water cycle. I can identify significant physical and human landmarks in European countries. I can describe the physical and human geography of a region in a European country. I can describe how the location of a place can affect the human activity e.g. tourism in a hot country.	I can accurately describe some aspects of human geography e.g. types of settlement, land use and economic activity including trade links. I can accurately describe some aspects of physical geography e.g. climate zones, biomes and vegetation belts.	I can accurately describe some aspects of physical geography e.g. climate zones, biomes and vegetation belts. I can accurately describe some aspects of human geography e.g. types of settlement and land use and distribution of natural resources.
Geographical Skills and Fieldwork						
OAK	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places. Look at signs and symbols on different types of maps for example in school, and the local community.	Use world maps, atlases and globes to identify the continents and oceans studied. Use simple compass directions (North, South, East and West), locational and directional language to describe the location of features and routes on a map. 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. Devise simple maps and construct basic symbols in a key	Use world maps, atlases and globes to identify the UK and its countries. Use compass directions (North, South, East and West) to describe the location of features and routes on a map. 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical feature; devise a simple map; and use and construct basic symbols in a key.	Use maps, atlases and globes to locate countries and describe features studied. Use the eight-point compass, four-figure grid references, symbols and keys to build their knowledge of the United Kingdom.	Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied. Use four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the wider world.	Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Use the eight points of the compass, six-figure grid references, symbols and keys. Use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods – sketch maps, plans and graphs.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.
Skills Progression – Geographical Skills and Fieldwork						
OAK	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Follow simple directions. Use a simple map with symbols to spot features in the school grounds or in the local community. Draw and create their own maps using real objects, and/or pictures and symbols.	I can find countries, continents and oceans I have learnt about on a map, globe and in an atlas. I can use locational and directional language. I can identify landmarks and basic human and physical features on a plan or aerial photograph. I can create a simple map of my own with a simple key. I observe the geography of my school grounds.	I can find the UK and its countries on a map, globe and in an atlas I can use the four compass directions: N, S, E and W to describe the location of features and routes on a map. I can use the four compass directions: N, S, E and W to describe the location of features and routes on a map.	I can find the UK and its counties using maps. I can use the eight compass directions to describe the location of features on a map. I can read four-figure grid references, symbols and keys I can sketch maps of human and physical features.	I can find countries, continents and oceans using a range of maps including digital sources I can read four-figure grid references, symbols and a key on a map.	I can use the eight points of a compass. I can read six-figure grid references, symbols and key on a map. I can make plans of the local area showing human and physical features. I can measure human and physical features in the local area and display data in graphical form.	I can find countries, continents and oceans using atlases, maps and digital maps, describing their features. I can read six-figure grid references, symbols and keys on a map.

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IMPACT (End Points)							
By the end of the year, children will:	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	Oak	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Locational knowledge</u>	<p>As a geographer: I can talk about similarities and differences in relation to places, objects, materials and living things. (The World - ELG)</p>	<p>As a geographer: I can locate and name the continents on a World Map. I can locate and label the five oceans.</p>	<p>As a geographer: I can name and locate the four countries making up the British Isles, with their capital cities. I can name the surrounding seas of the United Kingdom. I can talk about the main features of each of the four countries that make up the United Kingdom.</p>	<p>As a geographer: I can locate and name the continents on a World Map. I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. I can name and locate counties and cities of the United Kingdom. I can locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. I can share my own views about locations.</p>	<p>As a geographer: I can explain my own views about locations, giving reasons. I can name and locate counties and cities of the United Kingdom. I can locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. I can name and locate the countries of Europe. I can name and locate the countries of North America. I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.</p>	<p>As a geographer: I can 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. I can name and locate the countries of South and Central America. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including night and day.)</p>	<p>As a geographer: I can explain and discuss a range of reasons for geographical similarities and differences between countries. I can explain how locations around the world are changing and explain some of the reasons for change. I can describe geographical diversity across the world.</p>
<u>Place knowledge</u>	<p>As a geographer: I can talk about the features of my own immediate environment and how environments might vary from one another. (The World – ELG)</p>	<p>As a geographer: I can recognise similarities and differences of geographical features in my own immediate environment. I can talk about people and places within my local environment. I can talk about people and places beyond my local environment. I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p>As a geographer: I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. I can compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality.</p>	<p>As a geographer: I can compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use. I can identify the main physical and human characteristics of a region in the United Kingdom beyond our own locality. I can describe geographical similarities and differences between our own region in the United Kingdom and that is contrasting to our own.</p>	<p>As a geographer: I can compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. I can identify the main physical and human characteristics of the countries of Europe. I can describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones. I can describe geographical similarities and differences between countries.</p>	<p>As a geographer: I can understand some of the reasons for geographical similarities and differences between countries. I can explain how locations around the world are changing and explain some of the reasons for change. I am beginning to understand and explain geographical diversity across the world.</p>	<p>As a geographer: I can explain and discuss a range of reasons for geographical similarities and differences between countries. I can explain how locations around the world are changing and explain some of the reasons for change. I can describe geographical diversity across the world.</p>



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<p><u>Human and Physical Geography</u></p>	<p>As a geographer: I can make observations of the environment and explain why some things occur and talk about changes. (The World – ELG)</p>	<p>As a geographer: I can compare and contrast a farm with the local area.</p> <p>I can talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis.</p> <p>I can talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.</p> <p>I can use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.</p>	<p>As a geographer: I can ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>I can identify land use around the school.</p> <p>I can compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences.</p> <p>I can use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.</p>	<p>As a geographer: I can ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>I can describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom.</p> <p>I can describe key aspects of human geography including settlements and land use of an area in the United Kingdom.</p>	<p>As a geographer: I can ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>I can describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle.</p> <p>I can describe key aspects of human geography including settlements and land use.</p>	<p>As a geographer: I am beginning to collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>I am beginning to identify and describe how the physical features affect the human activity within a location.</p> <p>I can identify and describe the main human and physical characteristics of South and Central America.</p> <p>I am beginning to understand and explain how countries and geographical regions are interconnected and interdependent.</p> <p>I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>I can describe and understand key aspects of 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.</p>	<p>As a geographer: I can 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.</p> <p>I can 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 night and day).</p> <p>I can explain and discuss a range of reasons for geographical similarities and differences between countries. I can explain how locations around the world are changing and explain some of the reasons for change.</p> <p>I can describe geographical diversity across the world.</p> <p>I can collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>I can identify and describe how the physical features affect the human activity within a location.</p> <p>I can identify and describe the main human and physical characteristics of a region beyond Europe.</p> <p>I can explain how countries and geographical regions are interconnected and interdependent</p> <p>I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle? Can I describe and understand key aspects of 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.</p>
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<p><u>Geographical skills and fieldwork</u></p>	<p>As a geographer: I can use everyday language to talk about positions and distance to solve problems.</p> <p>I can describe my relative position such as behind or next to.</p>	<p>As a geographer: I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities.</p> <p>I can use aerial images to recognise landmarks and basic physical features.</p> <p>I can use simple fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>I can use a simple key to recognise physical or human features on a map.</p> <p>I can create a simple map of my local environment.</p>	<p>As a geographer: I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>I can learn and use the four points of a compass to describe the location of features on a map.</p> <p>I can use locational and directional language such as: near, far, left, right to describe the location of features on a map.</p> <p>I can use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>I can devise a simple map, and use and construct basic symbols in a key.</p> <p>I can use simple grid references? (A1, B1)</p> <p>I can use fieldwork to observe, measure and record the human and physical features in the local area.</p>	<p>As a geographer: I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>I can use locational and directional language such as: near, far, left, right to describe the location of features on a map.</p> <p>I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p> <p>I can use a wider range of resources to identify the key physical and human features of a location.</p> <p>I can use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</p> <p>I can create maps of locations identifying some features using a key.</p>	<p>As a geographer: I can use maps, atlases and digital/computer mapping to locate countries and describe features.</p> <p>I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p> <p>I can use a range of resources to identify the key physical and human features of a location.</p> <p>I can use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</p> <p>I can create maps of locations identifying some features using a key.</p>	<p>As a geographer: I can use a few geographical resources to give descriptions and opinions of the characteristic features of a location.</p> <p>I can use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area.</p> <p>I can record the results in different ways.</p> <p>I can talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps).</p> <p>I can use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p> <p>I can create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.</p>	<p>As a geographer: I can use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>I can use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area.</p> <p>I can record the results in a range of ways.</p> <p>I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map).</p> <p>I can 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 my knowledge of the United Kingdom and the wider world.</p> <p>I can create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.</p>
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