




**Geography Progression Map**

<p><b>Essential knowledge for a geographer:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the Earth’s key physical and human processes.</li> <li>• Knowledge of diverse places, people, resources and natural and human environments.</li> <li>• Knowledge of their location in relation to the wider world.</li> </ul>	<p><b>Essential skills for a geographer:</b></p> <ul style="list-style-type: none"> <li>• The ability to question, investigate, and explain findings.</li> <li>• The ability to use a range of fieldwork, geographical skills and techniques.</li> <li>• The ability to express well balanced opinions about current issues in society and the environment.</li> </ul>
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*The teaching of geography should develop a knowledge of places on Earth and their relationships with each other. It should develop curiosity about the world and its people and instil a sense of responsibility to care for it.*

	<u>EYFS</u>	<u>Key Stage 1</u>	<u>Lower Key Stage 2</u>	<u>Upper Key Stage 2</u>
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> <li>• Name and locate the world’s continents and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> <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 (including day and night)</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Draw information from a simple map</li> <li>• Find key locations using simple map</li> <li>• Discuss observational features of their immediate environment and places they read about in stories and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UK and its countries and other countries, continents and oceans studied in KS1.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, including digital ones, atlases and globes to locate countries and describe features.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics in order to draw clear conclusions about locations.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a locations e.g. aerial maps compared with topological maps – London tube map.</li> </ul>
<b>Locations / features to study</b>	Immediate area - Mexborough, school	Immediate area - Mexborough, school Doncaster	Doncaster Wales Spain	North America South America
<b>Key Vocabulary</b>	Town, place, Mexborough, home, area, England, Doncaster	Geographical, location, rural, town, land mark, country, continent, ocean, map, capital, image, UK.	Geographical, location, rural, town, land mark, country, continent, ocean, map, capital, image, UK, digital, physical, human, characteristics, region, fieldwork.	Geographical, location, rural, town, land mark, country, continent, ocean, map, capital, image, UK, digital, physical, human, characteristics, region, fieldwork, topographical, hills, mountains, coasts, rivers, analyse, identify, systematic, effectiveness.
<b>Place knowledge</b>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America.</li> </ul>
<b>Skill</b>	<ul style="list-style-type: none"> <li>• Compare images of Mexborough and other towns in contrasting countries – use real life experiences through discussions of places they or their classmates have travelled themselves.</li> <li>• Discuss similarities and differences between Mexborough / England and that of other countries when reading stories and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds.</li> <li>• Use aerial images and recognise landmarks.</li> <li>• Devise a simple map and use and construct basic symbols in a key.</li> <li>• Use compass directions and locational language to describe the location of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four figure grid references, symbols and keys.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four figure grid references, symbols and keys that use the standard Ordnance Survey symbols.</li> </ul>
<b>Locations / features to study</b>	Immediate area - Mexborough, school	Immediate area - Mexborough, school Doncaster	Doncaster Wales Spain	North America South America

<b>Key Vocabulary</b>	Compare, the same, different, similar, weather, places, country, town.	Similarities, differences, human, physical, local, locality, area, fieldwork, Europe, aerial images, landmarks, maps, compass	Similarities, differences, characteristics, human, physical, local, locality, area, fieldwork, Europe, aerial images, landmarks, maps, compass, grid reference,	Similarities, differences, characteristics, human, physical, local, locality, area, fieldwork, Europe, aerial images, landmarks, maps, compass, grid reference, North America, South America,
<b>Human and physical.</b>	<ul style="list-style-type: none"> <li>Explore immediate surroundings to investigate what is natural and what is built. Begin to introduce the idea and difference of human and physical features in the school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</li> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>Key physical features (See vocabulary below)</li> <li>Key human features (see vocabulary below)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location</li> <li>Describe key aspects of: <ul style="list-style-type: none"> <li>Key physical features (See vocabulary below)</li> <li>Key human features (see vocabulary below)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe how locations around the world are changing and explain some of the reasons why e.g. Global warming and plastic.</li> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>Key physical features (See vocabulary below)</li> <li>Key human features (see vocabulary below)</li> </ul> </li> </ul>
<b>Skill</b>	<ul style="list-style-type: none"> <li>Find human and physical features in their immediate school surroundings.</li> <li>Discuss what can be seen on images and photographs of contrasting places</li> <li>Understand what is natural and what is built</li> </ul>	<ul style="list-style-type: none"> <li>Use aerial images to recognise basic human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork to observe and record the physical features in the local area such as sketch maps and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<b>Locations / features to study</b>	<ul style="list-style-type: none"> <li>Immediate area – school grounds</li> <li>Images and photos of contrasting areas</li> </ul>	Immediate area - Mexborough, school Doncaster	Doncaster Wales Spain	North America South America
<b>Key Vocabulary</b>	<p><b>What can you see?</b>  <b>Physical features:</b> fields, hills, grass, river, sea, soil, mountains, beach, woods  <b>Human features:</b> school, walls, chairs, road, farm, house, shop</p>	<p><b>Key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  <b>Key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>Key physical features</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  <b>Key human features</b>, 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><b>Key physical features</b> including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.  <b>Key human features</b> including settlements and land use, economic activity including trade links and distribution of natural resources including energy, food and minerals and water supplies. Understand how some of these aspects have changed over time.</p>