Whitmore Primary School & Nursery Geography Progression Document

Geography

EYFS objectives are taken from Communication and Language, Expressive Arts and Design and Understanding the World strands. These have been chosen to provide a good foundation for the geographical skills children will use in KS1 and beyond.

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Graphicacy Skills							
I know that there are different countries in the world	**I can take information from a simple map**	**I can use basic symbols in a key** **I can follow a simple map** (e.g. buildings, roads, fields, or use one for a treasure hunt in the school grounds) I can trace around simple map shapes to create symbols I can do a simple location or post code search online with help **I can explain the differences between image types** (e.g. photos, drawings) **I can use photographs** (including aerial photos) **to recognise basic features (e.g. the school on a** satellite view)	I can use a compass **I can recognise and identify basic OS symbols** **I can use simple grid references to locate squares on a map** **I can create a simple map** (e.g. a sketch map of places in the school grounds) **I can use digital maps** **I can begin to highlight and annotate digital maps** I can start to understand why people use different image types **I can use aerial photographs and plan perspectives to recognise landmarks and basic features**	**I can identify and use a wider range of OS symbols** **I can start to understand more complex keys** (e.g. the size of a symbol to represent quantity) I can start to understand contour lines **I can use maps, atlases and globes and start to describe the features I can see** **I can use four-figure grid references** I can work out simple distances from a map (e.g. aerial distance, or the length of a road) **I can create a sketch map** (e.g. of a short route, or a building plan with simple symbols **I can start to draw to scale** **I can start to measure distance on Digimaps** **I can annotate digital maps with text and labels**	**I can use complex keys to build my knowledge** (e.g. making quantative estimates based on the size of a symbol) **I understand contour lines** **I can use the contents and index of an atlas** **I can use oblique and aerial views** **I can start to use six-figure grid references** **I can use a scale to reasonably estimate distances** (e.g. along roads and waterways) **I can start to explain my ideas, using a thematic map for reference** I can draw a map, or plan, from a description I can create a scale bar **I can accurately measure distances on digital maps** I can annotate digital maps with markers, text, photographs, hyperlinks, etc. **I can use digital maps for a purpose** (e.g. select, 'snip' and paste into a document)	I can start to create my own complex keys using mathematical concepts (e.g. size of symbol for quantity) **I can use maps, atlases, globes and digital maps to locate and describe features** **I can use six-figure grid references** **I can compare differently-scaled maps of the same location** **I can explain my ideas, using a thematic map for reference** **I can start to create my own thematic maps** **I can create a map from fieldwork measurements** I can use linear and area measuring tools on digital maps I can start to use selections from digital maps to explain my ideas	I can create my own complex keys independently I can explain how different maps can give different perspective or show prejudice (e.g. the Peters Projection vs, Mercator) **I can confidently use thematic or distribution maps to illustrate an idea or discussion point** **I can design and draw my own distribution and thematic maps** I can accurately use linear and area measuring tools on digital maps **I can use careful selections from digital maps to illustrate ideas or points verbally** (e.g. in a presentation) or in written form (e.g. as part of a longer piece of writing)

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EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fieldwork and Practical Skills							
I can begin to understand the changes in the seasons **I can show interest in a range of occupations** **I can explore natural materials and my environment using my senses** **I can observe my environment and talk about it using newly learnt vocabulary** **I can use magnifying glasses to support my observations.**	**I can say how seasons are different with support** **I can explore the natural world around me using senses, songs, observations, and drawings** **I can create representations of the different seasons** (writing, pictures, etc.)	**I can use North, South, East and West for simple navigation** (e.g. in a rectilinear maze in the playground) **I can create first-hand observations using my senses** **I can use simple locational language to describe where things are** (e.g. near/far, North/South) **I can make simple recordings of my findings** (e.g. lists, tallies, simple tables where the template is given)	**I can use North, South, East and West to describe locations and routes on a map** **I can create and use first-hand observations** **I can use simple locational language (**e.g. secure use of left/right from their own perspective) **I can make more sophisticated data recordings** (e.g. frequency tables)	I can start to use the eight points of a compass I can use my knowledge of magnets and poles to explain how compasses work (link to science) **I can start to evaluate my own observations, and compare them with others** **I can start to estimate length and distance** I have a secure usage of left and right from any perspective (e.g. with an upside-down map) **I can take simple notes** **I can use sketch maps, tables, jotted diagrams, lists, etc.**	I can confidently use the eight points of a compass **I can evaluate my own observations and compare them with others** I can make reasonable estimations of length and distance I can start to understand inches and miles and Fahrenheit **I can make qualitative and quantative notes in observations** **I can start to record continuous data** I can make simple calculations whilst in the field	I can use the eight compass points and azimuth bearings **I can start to estimate temperature and area** I can start to group my observations and collected data while in the field, into complex tables, diagrams and flow charts	I can show an awareness of the sixteen-point compass rose and compass quadrant bearings I can make reasonable estimations of length, distance, mass, angles, area and temperature **I can group and redraft my observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs, etc.** I can make calculations in the field (e.g. mean averages)
Academic Skills							
I can use different resources to represent real-life locations **With support, I can describe how life can be different in other countries**	**I can discuss contrasting environments to the one I live in** **I can describe how life can be different in different countries**	**I can ask and answer simple questions about what I have heard**	**I can show an interest in what I am learning about by asking questions about what I have seen, heard, or read** **I can start to choose the information I use** (e.g. from or within sources of information)	I can start to ask geographically valid questions (e.g. about change and differences) **I can select the information I need according to relevance** (e.g. spotting the 'main' landmarks)	**I can ask and answer geographically valid questions** (e.g. cause and effect, reliability, change and differences) **I can note connections, contrasts and trends, and decide if these are relevant** **I can recognise that geographical 'facts' can vary by source and suggest reasons for this**	**I can ask and answer geographically valid questions** (e.g. about significance, relevance, reliability, perspective) **I can explain the usefulness and reliability of information** **I can explain how geographical 'facts' can be interpreted to support opinions**	**I can regularly ask and answer perceptive questions in geographically valid ways** **I can organise information by relevance and politely critique others** **I can explain and critique the way 'facts' are used to support opinions**
		I can use age-related vocabulary in my speech and writing and spell it correctly I can create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations		I can use age-related vocabulary in my speech and writing and spell it correctly I can create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters -for isolated datasets		I can use age-related vocabulary in my speech and writing and spell it correctly I can create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters -for isolated datasets -in longer and coherently-structured pieces of work	

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	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Skills from Other Subjects					
	History I can explain the difference between fiction and non-fiction I can show some understanding of the ways we can find out about the world (e.g. books, museums, atlases, photographs) **Maths** I can describe position, direction and movement	**History** I can identify ways the geography is represented (e.g. fiction, images, maps)	**History** I can start to explain the difference between primary and secondary data I can start to show an awareness that there are different ways to present geographical information, and that these might inform opinions and beliefs	**Maths** I can understand the concept of area I can use more complex scales where some of the numbers may be missing	**Maths** I can measure angles to the nearest degree I can draw angles up to 360° I can calculate area I can use approximate equivalences between metric and Imperial units	**Maths** Understand and use mean averages

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Geographical Substantive Knowledge

KS1		LKS2		UKS2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Weather and Seasons (fieldwork across all terms) I can spot the differences between seasons I can order the months of the year I can say how the weather can affect different jobs	**Continents and Oceans** I can understand where I am in the world I can locate and name the seven continents on a map I can locate and name the oceans on a map	**Climate Zones** I can locate different climate zones on a world map I can say how temperate and tropical climates are different I can describe the key features of climate zones I can identify different lines of latitude I can link latitude to climate zones	**Rainforests** I can locate the world's rainforests on a map I can describe the different layers of a rainforest I can explain the impact of deforestation I can explain the importance of rainforests	**Mountains** I can locate the world's 'Seven Summits' on a map I can describe how mountains are formed I can describe the climate of mountains I can describe what it is like to live on a mountain	**United Kingdom** I can explain how people have affected the UK's landscape I can locate key mineral and energy resources of the UK I can describe and explain the sorts of industries in which people in the UK work
United Kingdom I can locate the four countries of the UK on a map I know the four capital cities of the UK I can explain the differences between human and physical features I can describe the human and physical features of one of the UK's capital cities	**Hot and Cold Places** I can identify hot and cold places on a map I can recognise the features of hot and cold places I can say how animals have adapted to hot and cold places	**North America** I can identify countries within North America and states in the USA I can describe the physical geography of the Rocky Mountains I can say how the physical geography has impacted a local area	**Rivers** I can describe the key features and stages of a river I can describe how human activity affects rivers I can locate, and describe the key features of, the world's longest rivers	**Volcanoes and Earthquakes** I can describe and draw the structure of the Earth I can describe and explain the key features of a volcano I can explain why earthquakes happen	**Local Area** I can explain how Basildon and Essex fit into the wider world I can locate the describe the main features of Basildon and Essex I can explain if Basildon meets the needs of the local population
Local Area I know the differences between rural and urban areas I can explore and record the features of my local area	**Contrasting Locality Study** I can describe the physical and human features of [insert place here] I can locate [insert place here] on different maps I can say how daily life in [insert place here] is different to life in Basildon	**Rio and South East Brazil** I can locate countries in South America I can use photographs and information texts to describe what daily life is like in Rio I can describe how my life is linked to Rio and South East Brazil	**South America – The Amazon Basin** I can locate the physical features of South America I can find out if the Amazon River is the world's longest I can describe the key characteristics of the Amazon Basin	**European Region** I can locate the countries of Europe on a map I can explain why people might like to visit the Mediterranean region I can explain how tourism can be good and bad for an area	

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Geography Vocabulary by Unit

KS1		LKS2		UKS2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Weather and Seasons (fieldwork across all terms) *rain gauge – a tool you can use to show how much it has rained* *season – a time of year with a particular type of weather* *temperature – how hot or cold it is* *weather forecast – explaining what the weather will be like*	**Continents and Oceans** *continent – a very large area of land* *hemisphere – half of the globe* *ocean – a huge area of salty water* *globe – the Earth*	**Climate Zones** *climate – long-term weather patterns* *climate zone – a part of the world where places have a similar climate (e.g. arid, polar, tropical, etc.)* *precipitation – rain, hail, fog, sleet and snow* *weather – day-to-day temperature, windfall, etc.* *latitude – imaginary lines around the Earth that show how far north or south you are*	**Rainforests** *biodiversity - the number of different types of plants and animals found in a particular environment* *biome - a community of plants and animals that is suited to a particular climate* *ecosystem - a community of plants and animals that affect each other and the area around them* *rainforests - forests that are home to many different types of plants and animals; they are located close to the Equator in places with a tropical climate, which is warm and wet all year round* *deforestation – the action of clearing a large area of trees*	**Mountains** *dome mountains - mountains formed by magma pushing upwards, but without a volcanic eruption* *fault-block mountains - mountains formed by parts of a broken plate being forced upwards* *fire mountains - mountains formed by volcanic eruptions* *fold mountains - mountains formed by the earth's plates pushing together* *scale bar - a line that shows how many kilometres there would be in the real world for every centimetre on a map* *tectonic plate – a large piece of the Earth's crust that floats on the mantle*	**United Kingdom** *economy - the process or system by which goods and services are produced, sold, and bought in a country or region* *development - how places and communities change* *industry - the production of goods (such as cars) or services (such as tourism or entertainment)* *sustainable development - change that respects the natural environment and doesn't harm future generations* *mineral – a solid, naturally occurring inorganic material (e.g. iron ore, gold, silver)* *resource – materials available in an area that can be used*
United Kingdom *capital city – the city where a country's government is (e.g. London or Edinburgh)* *country – an area of land that has its own government, such as the UK or France* *feature – something that you would find in a place and is usually there (e.g. a hill or a house)* *United Kingdom – the country we live in, that is made up of four smaller countries*	**Hot and Cold Places** *adapt – find new ways to survive in a place* *Equator – an invisible, imaginary line that runs around the edge of the Earth, halfway between the North and South poles* *habitat – the natural home of an animal or plant* *North and South Poles – the northernmost and southernmost points of the Earth*	**North America** *human features - features of a place that are a result of human activity, such as shops, farms, homes and roads* *landscape - what you can see when you look across an area of land* *physical features - natural features of a place, such as mountains, rivers and seas* *state - an area of land with its own government. There are 50 states in the USA* *impact – have a strong effect on someone or something*	**Rivers** *drainage - how water flows away from an area through rivers and streams* *erosion - how wind, water and waves break down and remove rock and soil* *flood management - stopping or controlling floods* *irrigation - the supply of water, especially for growing crops* *flood plain – an area of low-lying ground adjacent to a river and vulnerable to flooding*	**Volcanoes and Earthquakes** *dormant - a dormant volcano is a volcano, like Kilimanjaro, that has not erupted for a long time* *epicentre - where an earthquake starts and is felt most strongly* *tsunami - a huge, powerful wave caused by an earthquake* *mantle – a layer of the Earth beneath the crust* *lava – molten rock ejected from a volcano* *volcano – a mountain or hill where lava, gas and rock fragments come up from deep below the surface*	**Local Area** *grid reference - a set of numbers used to find particular places on a map* *land use - what land is used for (such as housing, recreation, farming, etc.)* *export – a thing that is produced in one place and sold to another place* *import – a thing that is made somewhere else and brought here to be sold or used* *population – all the inhabitants of a place* *trade – buying and selling goods and services*
Local Area *settlement – a place where people live* *map symbol – a small picture on a map that shows you where different things are (such as a bus station or school)* *route – how you get from one place to another* *map – a picture that represents an area of land*	**Contrasting Locality Study** *crops – plants that are grown to be used, eaten or sold* *population – the number of people living in a place* *wildlife – the wild animals and plants in an area* *climate – the weather in a place over a long period*	**Rio and South East Brazil** *culture - how a group of people does things as part of their way of life* *manufacturing - making things, for example, in factories* *recreation - enjoyable activities, such as swimming or listening to music* *trade - exchanging goods or services, usually for money* *favela – a Brazilian shack or shanty town*	**South America – The Amazon Basin** *agriculture - farming* *drainage - how water flows away from an area through rivers and streams* *equatorial - the hot, wet climate in areas close to the Equator* *river basin - the area of land drained by a river and all its tributaries* *delta - the flat, low-lying plain that sometimes forms at the mouth of a river from deposits of sediments*	**European Region** *border - A line that separates two countries; you may need a passport to pass from one country to the other* *European Union - a group of twenty-seven countries in Europe that co-operate on trade and many other aspects of life* *tourist – a person who travels and visits for pleasure* *migrant – a person who goes to live in another place to find work or better living conditions* *refugee – a person who has been forced to leave their home due to war, disaster, or another reason* *economy - the wealth and resources of a place*	

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Geographical Vocabulary

KS1		LKS2		UKS2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
For skills and fieldwork… map, compass, compass point, direction, North, South, East, West near, far, up, down, further,, high(er), underneath, (quarter/half) turn, (anti-) clockwise, position (from maths curriculum) see, sight, smell, hear, etc. (from science curriculum) **For location knowledge…** Continents: Europe, Asia, Africa, North and South America, Antarctica, Australia Oceans: Pacific, Atlantic, Indian, Arctic, Antarctic (Southern) Capitals: London, England, Edinburgh, Scotland, Cardiff, Wales, Belfast, Northern Ireland **For place knowledge…** area, same, different, point **For human geography…** city, town, village, factory, farm, house, shop, weekend, journey, abroad, capital, country **For physical geography…** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, continent, month, year, season, summer, autumn, winter, spring, weather, hot, cold, desert (only vaguely), rain, gauge, wind sock, wind vane	**For skills and fieldwork…** atlas, key, symbol, scale, environment, surroundings Left, right, beyond contains, further, furthest, higher, lower, route, map, plan **For location knowledge…** Alternative continent names: Australasia, Oceania, Sahul, Zealandia, Eurasia, Afro-Eurasia Oceans: North and South Atlantic Capitals: Dublin, Ireland, Eire, Republic of Ireland English Channel, North Sea, Irish Sea, Celtic Sea **For place knowledge…** similarity, difference **For human geography…** office, port, harbour, estuary, bay, channel, material, artificial, natural **For physical geography…** vegetation, seasonal, daily, weekly, monthly, etc., January, February, etc., island, peninsular, poles, equator, temperature, thermometer, habitat, life cycle, food chain, food web	**For skills and fieldwork…** atlas, globe, grid reference North-East, South-East, South-West, North-West area (square miles, square kilometres, etc.), contour parallel, coordinates, easting, northing, degrees, acute, obtuse, angle **For location knowledge…** Regions: North East, North West, Yorkshire and the Humber, West Midlands, East Midlands, East Anglia, (Greater) London, South East, South West Orkney, Shetland, Hebrides, archipelago authority, council, government, borough, district, administration, municipality Arctic Circle, Antarctic Circle, tropics, tropical hemisphere **For place knowledge…** region, case study, contrast, compare **For human geography…** settlement, locality, community culture, energy, renewable, minerals, function, (inter)national, canal, waterway amount, worth, expensive million, billion (vaguely, use for populations) **For physical geography…** rivers, mountains, natural resources, characteristic climate zones, vegetation belts, (forest, grassland, tundra, desert, ice sheet), climate, soil, tropical, temperature igneous, metamorphic, sedimentary, pressure, heat, crystals, fossil, organic (link to science)	**For skills and fieldwork…** sort, classify, property **For location knowledge…** time zone, federation, union, autonomy, sovereign, state, province Name and locate European countries and capitals, including Moscow and Russia Name and locate (with capitals) Canada, USA (including New York, Los Angeles, San Franciso), Mexico, Brazil, Argentina, Panama Name and locate China, Japan, Australia, India, Pakistan, Israel, Egypt, Nigeria, Kenya, South Africa **For place knowledge…** trend **For human geography…** economic activity, trade links, land use, finance, retail, municipal, industrial, employment, infrastructure, arable, pastoral, mixed farming, carrying capacity, statistics, contiguous impact, settlement, waste, sewage, pollution, sound pollution, light pollution **For physical geography…** volcano, earthquake, epicentre, zenith, focus, tectonic biome, vegetation, region, dominant, environmental, anemometer, barometer	**For skills and fieldwork…** protractor, reflex angle **For location knowledge…** latitude, longitude, equator, North and South hemisphere, Tropics of Cancer and Capricorn, Prime/Greenwich Meridian Name and locate remaining countries and capitals of the Americas Identify and locate countries and cities on other continents that hold a particular interest for the children (e.g. countries being studied, countries that children in the class or their families have links to) **For place knowledge…** erosion **For human geography…** distribution (of natural resources, etc.) arrive, depart, statistics, timetable, line graph, bar chart, line chart, mode, range, maximum, minimum, outcome million (in greater detail than previously – link to maths) **For physical geography…** topography, erosion, stock, stack, column, cave, cliff, wave, force, friction, gravity	**For skills and fieldwork…** NNE, ENE, ESE, etc. radius, diameter, circumference, concentric, arc, intersecting, plane, cross-section **For location knowledge…** Name and locate other countries and cities that might have been, or are in, the news: Afghanistan, Iraq, Iran, Israel, West Bank, Gaza, Saudi Arabia, Yemen, North Korea, South Korea, Ukraine, Russia, Hong Kong, Taiwan, Sudan, South Sudan **For human geography…** economy zone/sphere of influence demographic recurring, quantities, scale, proportion, ratio **For physical geography…** adaptation, evolution, survival of the fittest