



## **Darley Dene Primary School - Geography Progression**

**Intent:** *The geography curriculum is designed to enable children to be curious and passionate about the world around them and the human and physical features this encompasses. Children will have the opportunity to develop key geographical skills such as map reading, collecting and analysing data and communicating their geographical findings in a variety of ways. Children will have a deepening understanding of the UK, particularly in comparison to other countries, which will develop their understanding of their place in the world. Furthermore, there will be a consistent focus on the local area, through fieldwork and educational visits, to develop a sense of self, where they come from and how they fit into the wider community and world.*

| Nursery   | Reception   | Year 1   | Year 2   | Year 3   | Year 4  | Year 5   | Year 6   |
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| <b>Locational and Place Knowledge</b>   |   |  |  |  |   |  |  |
| <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Talk about members of their immediate family and community</p> <p>Explore the natural world around them.</p> <p><i>Describe their immediate environment using knowledge from observation, discussion,</i></p> | <p>Use maps and globes to locate the UK.</p> <p>Be able to identify the 4 countries in the UK and label the capital cities.</p> <p>Explain the purpose of a capital city.</p> <p>Study pictures/videos of a country and ask geographical questions.</p> <p>Express own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different.</p> | <p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p>Name and locate the 7 continents and 5 oceans.</p> <p>Study pictures/videos of two differing localities, one in the UK and one in a contrasting non-European country.</p> <p>Identify similarities/ differences in physical/human geography between an area of the UK and a non-European area</p> <p>Study pictures of the local area in the past and</p> | <p>Use maps to locate countries of Europe.</p> <p>Study maps to make assumptions about the different areas of Europe</p> <p>Identify topography as well as decide which rivers they think are the largest.</p> <p>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other and the equator.</p> <p>Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</p> <p>Critically study photographs</p> | <p>Use maps to locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p> <p>Begin to experiment with four figure grid references</p> <p>Use maps to identify longitude and latitude.</p> <p>Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</p> <p>Locate and label different countries/countries in the Northern and Southern hemisphere.</p> | <p>Confidently use maps, globes and Google Earth.</p> <p>Use four figure grid references</p> <p>Study maps of North and South America to identify environmental regions.</p> <p>Study photos/pictures/maps to make comparisons between locations</p> <p>Make reasoned judgements about where the pictures are taken and defend</p> <p>Locate the key physical and human characteristics.</p> <p>Locate majority of world's countries &amp; cities using maps (focus on Europe and N/S America) and</p> | <p>Select the most appropriate map for different purposes</p> <p>Use atlases/maps to describe and locate regions using 6 figure grid references.</p> <p>Locate largest mountainous areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.</p> <p>Identify the major cities and consider how they differ to other regions in the country and at different points in time.</p> <p>Locate the key physical and human characteristics and relate these features to the locality</p> |

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|  | <p><i>stories, non-fiction texts and maps.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> |  | <p>in the present and ask questions.</p> <p>Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas</p> | <p>(do children think these were taken close to the Equator or further away?)</p> <p>Look at maps, pictures and other sources to identify similarities and differences.</p> <p>Identify the different climate zones.</p> <p>Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities</p> <p>Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator</p> <p>Begin to identify position of Tropics of</p> | <p>Suggest areas there may be biomes.</p> <p>Identify different areas where food comes from.</p> <p>Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities</p> <p>Name and locate countries and cities of the UK, describing geographical regions and topographical features.</p> <p>Explore how some aspects of physical and human characteristics have changed over time</p> <p>Explain geographical similarities and differences (regions of UK, European country and N/S America) and</p> | <p>identify environmental regions, key physical/human features.</p> <p>Identify position of latitude, longitude and N/S Hemispheres.</p> <p>Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic</p> <p>Identify position of Prime/Greenwich Meridian and time zones</p> <p>Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically</p> | <p>e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</p> <p>Reflect on the importance and value of the tourism industry in these areas.</p> <p>Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Locate world's countries &amp; cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features</p> <p>Name and locate countries, cities and regions of the UK.</p> <p>Secure understanding of how and why the UK's human/physical</p> |
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|   |  |   |  | <p>Cancer/Capricorn, Arctic and Antarctic</p> <p>Begin to identify position of Prime/Greenwich Meridian and time zones</p> <p>Begin to explain geographical similarities and differences (region of UK, European country and N/S America)</p> | communicate geographically   |  | <p>features, geographical regions, topographical features and land-use patterns have changed over time</p> <p>Apply understanding of positional language eg longitude, latitude to explain geographical characteristics eg topography</p> <p>Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways</p> |
| <b>Human and Physical Geography</b>   |  |   |  |   |  |  |  |
| Begin to understand the need to respect and care for the natural environment. | Explore the natural world around them. Talk about the features of their own immediate environment and how environments may vary. | Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, sea, ocean, season, weather | <p>Use maps and globes, identify the coldest places in the world – The North and South pole.</p> <p>Make predictions about where the</p> | <p>Be able to identify, research and write about similarities and differences between the features of two localities.</p> <p>Draw conclusions about the location of</p>   | <p>Discuss the causes of global warming and research the implications.</p> <p>Locate places in the world</p> | <p>Study maps and pictures of the local area eg Tudor times. (history)</p> <p>Compare and contrast photos and maps from today.</p> | <p>Compare maps and aerial photographs from different time periods.</p> <p>Make comparisons and reflect on the reasons for the differences.</p>  |

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|  |  | <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, port, harbour</p> <p>Ask questions and talk about the weather and seasons in the UK.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>Find hot and cold areas in world using atlases</p> | <p>hottest places in the world are.</p> <p>Children to identify the equator and locate the places on the Equator which are the hottest.</p> <p>Be able to verbalise and list similarities and differences between the features of two localities.</p> <p>Develop geographical vocab eg rural, urban, vegetation, season</p> | <p>settlements. (history link)</p> <p>Begin to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Begin to describe some key aspects of human geography (settlement/land use and distribution of natural resources)</p> | <p>where volcanoes and earthquakes occur.</p> <p>Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption and earthquakes</p> <p>Discuss how volcanoes and earthquakes affect human life e.g. settlements and spatial variation.</p> <p>Match key landmarks to the country and make suggestions as to how landmarks affect a country</p> | <p>Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</p> <p>Study globes, atlases and maps to locate features including equator, tropics, continents, latitude, longitude</p> <p>Explain and present the process of rivers.</p> <p>Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p> <p>Understand the interaction between physical and human processes and features</p> | <p>Discuss and debate fair trade.</p> <p>Reflect on the impact trade has on an area and generate ideas for cause and effect.</p> <p>Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Examine and explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p> <p>Understand the interaction between physical and human processes and features and how these change over time</p> |
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|   |  |  |   |  | <p>(tourism, economy etc)</p> <p>Ask and answer questions through own knowledge and self-conducted research</p> <p>Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p> |   |  |
| <b>Geography Skills &amp; Fieldwork</b>   |  |  |   |  |   |   |  |
| <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p> | <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them</p> | <p>Observe and record information about the school.</p> <p>Taking photos of interesting things in the school grounds</p> | <p>Observe and record information about the local area</p> <p>Study aerial photographs of the local area</p> <p>Look at a simple map of the</p> | <p>Plot and record data on a graph</p> <p>Present findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p> | <p>Choose effective recording and presentation methods e.g. tables to collect data.</p> <p>Draw conclusions from the data. · Look for evidence of past river use</p>  | <p>Undertake surveys.</p> <p>Take photographs to support findings</p> <p>Classify buildings and natural features.</p> | <p>Identify main economies in the immediate area.</p> <p>Compare with trade in the past.</p> <p>Research and present information</p> |

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|  |  | <p>and explain what the photos show.</p> <p>Study aerial photographs of the school.</p> <p>Look at a simple map of the school and identify the things they know and have seen.</p> <p>Draw a simple map.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p> <p>Start to use world maps, atlases and globes</p> | <p>local area and identify features, human and physical</p> <p>Study maps and use simple compass directions (North, South, East and West) and locational and directional language to describe the routes on a map.</p> <p>Draw own maps of the local area; use and construct basic symbols in a key.</p> <p>Use world maps, atlases and globes</p> | <p>Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. Confidently use world maps, atlases and globes and begin to use digital mapping</p> | <p>by visiting the location.</p> <p>Make field notes/observational notes about land features.</p> <p>Securely use world maps, atlases and globes and use digital mapping</p> <p>Use compass directions</p> <p>Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</p> | <p>Present data in an appropriate way using keys to make data clear.</p> <p>Compare and evaluate usefulness of maps</p> <p>Plan a route using a compass</p> <p>Create a key using multiple symbols</p> <p>Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world</p> <p>Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology eg numerical, quantitative and writing at length</p> <p>Use 8-point compass, grid references and Ordnance Survey maps</p> | <p>on Britain's export trade.</p> <p>Collate the data collected and record it using data handling software to produce graphs and charts of the results.</p> <p>Report on the effects of environmental change on themselves and others.</p> <p>Look at maps on different scales and calculate scales on own maps.</p> <p>In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology eg numerical, quantitative and writing at length</p> <p>Use digital mapping, 8-point compasses, 4- and 6- digit grid</p> |
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Highlighted Text = Sonar Objectives

*Italicized Text = ELGs*