

**St. Joseph’s Catholic Primary School**

**Geography Progression Map**

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|  | **Substantive Knowledge**  | **Disciplinary Knowledge (Skills)**  | **Vocabulary** |
|  **EYFS** | * Name the school and local area.
* To know that we live on the Earth.
* Identify similarities between my local area and another place.
* To know that types of weather include sunny, rainy and windy.
 | * Know a map is a drawing of a place from above.
* Be able to draw around objects to make a plan view of them.
* Look at and identify objects from a plan view.
* Observe using senses.
* Interpret and give locations and directions using pre-positional language (not left and right)
* Identify familiar features.
* Give and interpret their own or basic symbols and key.
* Know that drawings are not the same size as features in real life.

***Use of map types:**** Photographs of objects in elevation view, plan view, places in oblique view.
* Picture map.
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|  | **Substantive Knowledge**  | **Disciplinary Knowledge (Skills)**  | **Vocabulary** |
| **Year 1**Comparison of a non-European country and UK. | ***Place and Locational Knowledge:**** Name and locate a local town and understand how some places are linked to others eg roads and trains at a local scale.
* Name, describe and compare familiar places (school, home).
* Recognise that our home, school and community is at local scale, UK and countries are national.
* To know that the UK is made of 4 countries and the names of their capital cities.
* Rural means countryside and urban means towns and cities.
* Link their homes with other places in their local community.
* Know about some present changes that are happening in their local environment eg at school
* Suggest ideas for improving the school environment.
* Recognise that coastal areas can be rural or urban, and their features (port, harbour, cliff, beach).
* There are seven continents of the world, 6 of which people live on, and there are countries within each continent.
* Continents are on a global scale.
* The equator is an imaginery line across the Earth and the North pole and South pole are at the top and bottom respectively.

***Human and Physical:**** Describe and identify seasonal and daily weather patterns and changes in the UK.
* Human settlements can be city, town or village depending on their size.
* Human features are manmade and physical are ones that would be there without humans.
* Name human and physical features including in rural and urban areas.
* Humans are affected by physical features everyday (eg weather)
 | ***Skills and Fieldwork:**** Ask simple geographical questions (What is it like to live in this place?)
* Use simple observational skills to study geography of the school and its grounds.
* Use simple maps of the local area.
* Use locational and directional language (near/far/left/right) to describe the location of features and routes.
* Make simple maps and plans.
* Identify land and water on a map.
* Identify country lines on a map.
* Use an atlas to find the right map.
* Understand that a globe is a round map of the Earth.
* Use and interpret two compass points: North and South

***Use of map types:**** A simple map (google map) in a plan view.
* Globes
* Infant Atlas.
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|  | **Substantive Knowledge**  | **Disciplinary Knowledge (Skills)**  | **Vocabulary** |
| **Year 2** | ***Place and Locational Knowledge:**** Name the five oceans and understand they are larger than seas, and that the UK seas flow into the Atlantic (North sea, Irish sea, English Channel).
* Name, locate and identify characteristics of the 4 countries and capital cities of the UK.
* Name, locate and identify the characteristics of the seas around the UK.
* Understand geographical similarities and differences through the human and physical geography of a small area of the UK and a contrasting Non-European country.
* To know that the UK has daily weather patterns and that weather is a description of what conditions are like in a particular place and we can gather info about this.
* Climate is a long term summary of weather conditions.
* To locate, recognise and describe the similarities and differences between hot and cold deserts.
* To understand and describe the journey a river makes from the hill to the sea.

***Human and Physical:**** Identify location of hot and cold areas of the world in relation to the equator and North and South Poles.
* Use basic geographical vocabulary to refer to key human and physical features.
* To know land use is how land is used by humans and is different around rivers and coastal areas.
 | ***Skills and Fieldwork:**** Use world maps, atlas’ and globes to identify the UK and its countries, as well as the continents and Oceans.
* Use simple compass directions (N,S,E,W) and locational and directional language to describe and draw the location and features of a route on the map, using 1 square to 1 pace.
* Use aerial photographs and plan perspectives to recognise and landmarks and basic human and physical features.
* Devise a simple map, using basic symbols and a key.
* Use observational skills to study the school grounds, identifying the key human and physical features of its surrounding environment.
* We can identify patterns about the weather.
* Draw a sketch map of a route with approximate scale and features.

***Use of map types:**** Satellite images in a plan view.
* Photographs of places in a plan view.
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|  | **Substantive Knowledge**  | **Disciplinary Knowledge (Skills)**  | **Vocabulary** |
| **Year 3** | ***Place and Locational Knowledge:**** Recognise how land use has changed in the local area over time (green spaces filled, mining).
* Understand that Great Britain is Eng, Scot, Wal but that British Isles is Eng, Scot, Wal, NIRE and Ire.
* Name and locate the cities of the UK.
* Recognise there are similarities and differences between places and begin to develop an awareness of how places relate to each other. ]
* To describe and understand the Earth’s structure, connecting this to mountains, volcanoes and earthquakes and to locate volcanoes across the world.

***Human and Physical:**** Explain about weather conditions and patterns around the UK and parts of Europe.
* Identify physical and human features of a given locality, including key topographical features (hills, mountains, rivers, coast, land patterns).
* Settlements can be cities, towns, villages and hamlets depending on their size.
* To know the effect of physical features, such as volcanoes, as local, national and global scale.
* To compare the human and physical geography of multiple locations and study the positive and negative impacts of these, especially tourism, in these areas.
 | ***Skills and Fieldwork:**** Use and interpret atlas’, globes and digital mapping to locate countries and key features.
* Give and interpret standard OS symbols.
* Analyse evidence and draw conclusion to make a comparison between locations using aerial photos or pictures.
* Ask and respond to geographical questions.
* Describe the landscape and why it is like it is, or how it is changing.
* Recognise that different people hold different views and begin to understand some reasons why.
* Communicate findings in ways appropriate to the task or audience.
* Understand and use a widening range of geographical vocabulary.
* Use and interpret 8 compass points.
* Understand the differences between political and physical maps.

***Use of map types:**** OS maps Physical maps
* Political maps Junior Atlas
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|  | **Substantive Knowledge**  | **Disciplinary Knowledge (Skills)**  | **Vocabulary** |
| **Year 4** | ***Place and Locational Knowledge:**** Recognise different shapes of the continents and the number of countries that make these up.
* Demonstrate knowledge of features about places around them and beyond the UK, making comparisons to non-European countries.
* Recognise that people have differing qualities of life living in different locations and environments.
* Know how a locality is set within a wider geographical context.
* Know about the wider context of places- regions and countries.
* Understand why there are similarities and differences between places.
* Understand who indigenous people are and how their generations live today.
* To know the important lines associated with longitude and latitude (eg Prime Meridian).
* To know where key physical features are in the different continents and how this links to climate.
* Know the capital city of a studied country and important information about this, including how this links to tourism.
* To know that primary effects happen immediately and are a direct result of natural disasters; secondary effects are a result of primary effects.

***Human and Physical:**** Describe human features of UK regions, cities and counties.
* Describe key physical features, such as mountain ranges or rainforests, when focusing on a given continent.
* Understand the effect of landscape features on the development of a locality and explain about key natural resources eg water in the locality.
* To understand how humans have adapted to live in places associated with natural disasters.
* To understand how symbiotic relationships work between living things in a given area.
* To identify how humans have impacted on the physical geography, including the environmental impact.
* Describe how people have been affected by changes in the environment.
* Explore weather patterns around parts of the world.
 | ***Skills and Fieldwork:**** Understand and use a widening range of geographical terms including specific topic vocabulary
* Measure straight line distances using the appropriate scale.
* Locate and use the imaginary lines of longitude and latitude and use these to help us locate places on
* Explore features on OS maps using 4 figure grid references.
* Draw accurate maps with more complex keys.
* Plan the steps and strategies for an enquiry.
* Locate places and features using letter and number co-ordinates on a map.

***Use of map types:**** Satellite images (Google Earth)
* Simple maps (Google Maps)
* Junior Atlas
* Photograph of places in oblique view
* Thematic map.
* Use of globe
 |  contour, height, vally, erosion, deposition, transportation, headlands, volcanoes. |
|  | **Substantive Knowledge**  | **Disciplinary Knowledge (Skills)**  | **Vocabulary** |
| **Year 5** | ***Place and Locational Knowledge:**** Identify and describe the significance of the Prime Meridian (climate zones and biomes) and time zones across the world, including night and day.
* Recognise different shapes of countries.
* Identify the physical characteristic and the key topographic features of the countries within North America.
* Know about the wider context of places eg county, region and country.
* Know location of: capital cities of countries of British Isles and UK seas around the UK, European union countries with large population and areas and largest cities in each continent.
* Understand why there are similarities and differences between places.
* To know that there are similar anddifferent land uses along different stretches of rivers.
* To know how the world’s water is distributed.

***Human and Physical:**** Understand weather patterns around the world and relate these to climate zones.
* To know how rivers erode, transport and deposit materials.
* To describe human and physical features around a local river and a comparative river.
* To know about the physical features of the coast and begin to understand erosion and deposition.
* To understand how humans effect the environment over time.
* To know about changes to world environment over time.
* To understand why people seek to manage and sustain their environment.
* To recognise many places at the local, national and global scale rely on trading with other places across the world.
 | ***Skills and Fieldwork:**** Locate places using 4 figure grid references.
* Justify opinions about environmental issues.
* Use maps, Atlases, globes and digital google mapping to locate countries and describe features studied.
* Understand the locational significance of latitude and longitude, Equator, Northern/Southern hemisphere
* To draw a map to scale.

***Use of map types:**** Simple Maps (Google Maps)
* Satellite Images (Google Earth
* OS maps
* Thematic maps
* Globe
* A range of photographs
 | British Isles |
|  | **Substantive Knowledge**  | **Disciplinary Knowledge (Skills)**  | **Vocabulary** |
| **Year 6** | ***Place and Locational Knowledge:**** Locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
* Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
* Identify and describe the significance of the Prime Meridian, Equator, Tropics, Arctic/Antarctic circles regarding climate and time zones.
* Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America.
* To know that actions at the local or national scale can have a huge impact on the global scale, particularly on the Earth’s climate.

***Human and Physical:**** Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
* 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.
* To know that migration is usually the result of a related set of push and pull factors.
 | ***Skills and Fieldwork:**** Use 8 points of a compass, 4 and 6 figure grid references, symbols and key, including the use of ordinance survey maps to build their knowledge of the UK and wider world.
* Use fieldwork to observe, measure and record human and physical features in the local area, using a range of methods including sketch maps, plans and graphs and digital technologies.
* To be able to produce a risk assessment to undertake geographical fieldwork.
* Use maps and charts to support decision making about the location of places eg a new bypass.
* Evaluate responses to environmental issues.

***Use of map types:**** Simple Maps (Google Maps)
* Satellite Images (Google Earth
* Junior Atlas
* OS maps
* Thematic maps
* Globe
* A range of photographs in plan and oblique view
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