Logo

Description automatically generatedA picture containing text, clipart

Description automatically generated

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

**Geography Progression Map**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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. |  |
|  | **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. |  |
|  | **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. |  |
|  | **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 |  |
|  | **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 |  |