



St Clare's Catholic Primary School

Progression Document – Geography

Reception						
Location and Place knowledge	<ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. -Draw a simple map to show school features. -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. 					
Human and Physical Geography	<ul style="list-style-type: none"> -Show awareness of different occupations such as jobs their family do. -Recognise key features of their home and school. 					
Exploration	<ul style="list-style-type: none"> -Comment on some similarities and differences between home life in this country and other countries e.g. houses, food, travel. -Recognise that their behaviour and choices can have an impact on their environment. -Observe how the weather can change through seasons, using language of changes such as weather, hot/cold, seasons. 					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units						
Locational knowledge	<ul style="list-style-type: none"> ▪ Name and locate and the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> ▪ Re-cap name, locate and identify United Kingdom and its surrounding seas ▪ Characteristics of the 4 countries and capital cities of the United Kingdom ▪ Name and locate the world's seven continents and 5 oceans 	<ul style="list-style-type: none"> ▪ Name and locate counties and cities of the United Kingdom, and their identifying human and physical characteristics 	<ul style="list-style-type: none"> ▪ Name and locate the countries of Europe (including the location of Russia) and identify their main physical and human characteristics, major cities and different environmental regions using maps 	<ul style="list-style-type: none"> ▪ Latitude, Longitude, Equator, northern hemisphere. ▪ North America, concentrating on their environmental regions, key physical and human characteristics, countries, major cities compared to rural areas. ▪ Name and locate 	<ul style="list-style-type: none"> ▪ Locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ Identify the position and significance of latitude, longitude, Equator, Southern

					counties 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	Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones <ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, climate zones, key topographical features and land-use patterns; and understand how some of these aspects have changed over time
Place knowledge	<ul style="list-style-type: none"> Learn about the physical aspects of Lache and its surrounding area. 	<ul style="list-style-type: none"> Compare and contrast physical similarities and differences of a small area of the United Kingdom, Chester and of a small area in a contrasting non-European country 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America
Human and	<ul style="list-style-type: none"> Analysis the seasonal 	<ul style="list-style-type: none"> Analysis the seasonal 	<ul style="list-style-type: none"> Describe and 	<ul style="list-style-type: none"> Describe and 	<ul style="list-style-type: none"> Describe and 	<ul style="list-style-type: none"> Understand how

Physical features	and daily weather patterns in the UK ▪ Use simple compass directions (NSEW)	and daily weather patterns in the UK (compared to Non EU country) ▪ Locate the equator and North and South Poles ▪ Identify geographical characteristics of the four countries and their capital cities.	understand key aspects of rivers, mountains and hills. • Describe and understand key aspects of types of landforms and the distribution of natural resources including water.	understand key aspects of rivers. ▪ Identify how rivers are formed ▪ Identify and label the parts of a river ▪ Land patterns and settlements ▪ Describe and understand reducing coastal/beach erosion. ▪ Understand and describe key aspects of the water cycle.	understand key aspects of climate zones and biomes ▪ Human geography/region of the UK – land use, economic activity, distribution of natural resources, energy (link to recycling) ▪ Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	animals change because of humans. How human lifestyle needs to change ▪ Describe economic activity including trade links, distribution of natural resources including energy, food, minerals and water supplies
Vocabulary	farm, harbour, shore sea, village, England, Scotland, Wales, Ireland, London Edinburgh, Cardiff, seasons, weather forecast, globe map, left, right north, east, south, west, aerial photographs Chester, Lache, shop, church, houses, post office	Africa, Antarctica, Asia, Australia, Europe, North America, South America, North Pole, South Pole, Equator, population, rural, urban, vegetation seasons, climate, drought, flood forecast, season, environment, scale, Coast, beach, cliff, ocean, harbour, port, settlement, village	United Kingdom, county, city, town village, region, nation, settlement, community, population, map, mountain, valley, coast, vegetation, land, environment, forest, hill, field, river, lake, loch, pond, rapids, sea, stream, waterfall, ocean, coastline	Countries (specific to Europe), European, land, urban, rural, energy, trade, economy, settlement, Water cycle; precipitation, condensation, evaporation, run off, filtration, rocks, water vapour, mass, border, ocean, erosion, longshore,	British Isles, latitude, longitude, Equator, Northern Hemisphere, the topics of cancer and Capricorn, hills, mountains, rivers and coasts, trade, natural resources, vegetation belt, biomes, coastline ocean, climate zone, habitat, seasonal forecast biodiversity, pollution, fossil, fuel, sustainability,	London, boroughs, landmarks, South America, settlement, land use, earthquakes, Arctic and Antarctic Circle, physical, human, Southern hemisphere, border, ocean, rainforest, climate, tourism, trade, diversity, economy, damage, climate change, future, latitude, longitude, equator, Amazon rainforest, vegetation, lifestyle,

				drift, river, bay, current	environmental, recycling, energy, North America	Prime/Greenwich Meridian and time zones
<p>Mapping skills</p> <p>Fieldwork</p>	<ul style="list-style-type: none"> -Identify features on an ariel photograph. -Locate the UK on a world map using paper maps, globes and atlases. -Identify the 4 countries of the UK on a map. -Recognise simple features on maps such as buildings, roads and fields. -Follow a simple route of the school grounds on a prepared map. -Use directional language e.g. left, right, near, far. -Recognise simple compass points (NSEW) -Draw a simple map. -Observe and record information about the local area e.g. how many shops bus stops in their area. 	<ul style="list-style-type: none"> -Identify and locate the 7 continents and oceans studied on a map or globe. -Identify hot and cold locations on a map in relation to the equator, North/South Pole. -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of two contrasting locations. -Devise a map, showing awareness of scale. -Understand, use and construct basic symbols in a key. -Use simple compass directions (NSEW) and locational and 	<ul style="list-style-type: none"> - Use globes, maps and atlases to locate countries of the Uk. -Use an OS map to identify physical features of a specific area. -Recognise some Ordnance survey symbols on maps. -Understand the 8 points on a compass and begin to use these to locate a given location. -Use 4- figure coordinates to locate features. -Make a simple scale plan of a room with whole no.s e.g. 1sq.cm=1 sq tile on floor, 1 cm2=1m2. 	<ul style="list-style-type: none"> - Use globes, maps and atlases to locate countries of Europe (including Russia) -Use OS symbols on maps to name regions and identify physical and human characteristics. -Locate a given location using the 8 cardinal points. -Know and begin to use 6 figure Grid References, finding a place more accurately than 4-figure coordinates. -Make a map of small area with features in correct places. -Understand scale and distance on a 	<ul style="list-style-type: none"> - Use globes, maps and atlases to locate countries of North America -Use 4 and 6- figure coordinates to locate features. -Give directions and instructions to 8 cardinal points. -Use and draw symbols and keys (including use of OS maps) to build understanding of the British Isles. -Understand and apply mathematical understanding e.g. on scales, time differences etc when using maps. -Use fieldwork to observe, measure and record human & physical features in the local area 	<ul style="list-style-type: none"> - Use globes, maps and atlases to locate countries of South America -Use maps, globes, atlases and digital mapping to locate regions of the UK, boroughs of London -Embed use of 4 and 6-figure coordinates, 8 cardinal points. -Carry out a focused, in depth study of an area to identify issues and changes in the focused area.

		<p>directional language to describe the location of features and routes on a map.</p> <p>-Observe and record information e.g. plants in an area, traffic, land use and communicate this using graphs, diagrams, sketches</p>	<p>-Make a map of a short route with features in correct order.</p> <p>-Use simple fieldwork to observe and investigate the school grounds and local streets/traffic.</p> <p>-Record evidence from fieldwork such as sketches and annotated</p>	<p>map.</p> <p>-Use simple fieldwork to observe and investigate a specific area of the local area.</p> <p>-Conduct a simple questionnaire about the local area.</p>	<p>including plans, graphs, and digital technology.</p> <p>-Discuss how/why area may change in the future.</p>	
--	--	--	---	---	--	--