

Geography Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content	Human: United Kingdom comparison to Kenya Physical: Bodies of Water	Human: United Kingdom comparison to The Poles Physical: Different terrains	Human: United Kingdom comparison to USA Physical: Natural Disasters	Human: United Kingdom comparison to Brazil Physical: Rainforests	Human: United Kingdom comparison to European countries Physical: Rivers	Human: United Kingdom comparison to European countries Physical: Mountains
Human Geography Enquiry	Begin identifying the countries of the United Kingdom Learn names of some places within and around the UK e.g. Harlow, London and a coastal town With support, identify land and sea on maps With support, use information books/pictures as sources of information	Confidently identify the countries of the United Kingdom Locate and name on a UK map major features e.g. London, the River Thames, Harlow and some seas around the UK Independently identify land and sea on maps Use information books/pictures as sources of information with increasing independence	Begin identifying the 7 continents of the world Begin identifying the worlds 5 oceans Confidently use information books/pictures as sources of information Begin using the internet as a source of information	Confidently identify the 7 continents of the world Confidently identify the worlds 5 oceans Confidently use information books/pictures as sources of information Use the internet as a source of information with increasing independence	Begin identifying some European countries Begin to identify significant places and environments. Confidently use information books/pictures as sources of information Confidently use the internet as a source of information	Confidently identify some European countries Confidently identify significant places and environments. Confidently use a mixture of sources of information and explain their findings
Physical Geography Enquiry	Bodies of water Identify different bodies of water including rivers, streams, seas, oceans, and lakes Ask and answer closed questions about bodies of water	Terrains Identify different world terrains including canyon, desert, glacier, forest, mountain, hill, and ocean Ask and answer a mixture of closed and open questions about terrains	Natural disasters Explain a variety of natural disasters and how they occur Ask and answer open questions about natural disasters and join in with class discussions	Rainforests Explain the key features of rainforests Ask and answer open questions about rainforests and confidently join in with class discussions. With support, have debates	Rivers Explain the key features of rivers and their cycles Ask and answer open questions about mountains and confidently join in with class discussions, begin debating independently	Mountains Explain how single mountains and mountain ranges are formed Ask and answer abstract questions and join in with class discussions and debates confidently

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Direction/ Location	Begin following directions (up, down, left, right, forwards and backwards).	Confidently follow directions (up, down, left, right, forwards and backwards) Begin following compass points north, south, east and west	Use the four compass points to follow and give directions Use letter and number co-ordinates to locate features on a map	Use the four compass points well Begin to use eight compass points Use letter and number co-ordinates to locate features on a map confidently	Use eight compass points with increasing confidence Begin to use four figure grid references to locate features on a map	Use eight compass points confidently Use four figure grid references to locate features on a map confidently Begin to use six figure grid references Use longitude and latitude in an atlas
Using Maps	With support, use picture maps, globes, and digital maps With support, identify land and sea on maps With support, use teacher drawn maps With support, use a simple map to move around school	Use picture maps, globes, and digital maps with increasing independence Find land and sea on maps with increasing independence. Use teacher drawn maps with increasing independence With support, look at the features on an aerial/oblique photographs Use a map to move around school with increasing independence	Confidently use picture maps, globes, and digital maps Begin using large-scale OS maps Confidently find land and sea on maps. With support, use junior atlases. Begin to identify features on an aerial/oblique photographs Use a map to move around school independently	Confidently use picture maps, globes, and digital maps Use large-scale OS maps independently Use junior atlases with increasing independence Identify features on an aerial/oblique photographs with increasing independence Begin following specific routes on maps around school	Confidently use picture maps, globes, and digital maps Use large-scale OS maps independently Begin using medium-scale OS maps Use index and contents pages in atlases. Confidently identify features on an aerial/oblique photographs Follow specific routes on maps around school with increasing independence	Confidently use picture maps, globes, and digital maps Use a variety of OS maps confidently Explain the use of atlases with confidence Recognise a world map as a flattened globe. Discuss the features identified on an aerial/oblique photographs Follow specific routes on detailed maps around school independently
Drawing maps	Draw picture maps of imaginary places from stories. Use symbols on an imaginary map.	Begin drawing maps of real places Begin to understand the need for a key Use class agreed symbols to make a key	Confidently draw maps of real places Know why a key is needed With support, design a key for their own map	Confidently draw maps of real places using their own key, begin to add routes to their maps Explain why a key is needed Begin to recognise symbols on an OS map	Confidently draw maps of real places, add routes to their maps with increasing independence Begin to draw a variety of thematic maps based on given data Use and recognise OS symbols with increasing independence	Confidently draw maps of real places adding detailed routes to be followed Begin to draw a variety of thematic maps based on own data Confidently use and recognise OS symbols

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Geography			
Three and Four-Year-Olds	Mathematics		• Understand position through words alone. For example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
	Understanding the World		• Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	• 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, non-fiction texts and (when appropriate) maps.
		The Natural World	• 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. • Understand some important processes and changes in the natural world around them, including the seasons.