

Geography Progression Map 2024

	Nursery	Reception	Year 1	Year 2	End of KS1 Expectations	Lower Key Stage Two
Locational Knowledge	<ul style="list-style-type: none"> -To talk about and name places that I regularly visit in my day to day life. - To talk about different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> -Talk about similarities and differences in relation to places, objects, materials and living things. 	<ul style="list-style-type: none"> -Name and locate the four countries, including the British Isles, with their capital cities. -Name the surrounding seas of the United Kingdom. -Talk about the main features of each of the four countries that make up the United Kingdom. 	<ul style="list-style-type: none"> -Locate and name the continents on a world map. -Locate and name the five oceans. -Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom. 	<ul style="list-style-type: none"> -Locate and name the continents on a world map. -Locate and label the five oceans. -Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> -To locate places using a map accurately. -To locate geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time. -To name and locate some countries of Europe, North and South America. -To share my own view about locations. -To become familiar with key vocabulary: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Place Knowledge	<ul style="list-style-type: none"> -Notice detailed features of objects in my environment. 	<ul style="list-style-type: none"> -Talk about the features of my own environment and how environments 	<ul style="list-style-type: none"> -Recognise similarities and differences of geographical features in my own environment. 	<ul style="list-style-type: none"> -To compare a city/town in England with a contrasting place in a different country. To ask geographical questions such as: 	<ul style="list-style-type: none"> -Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small contrasting non-European country. 	<ul style="list-style-type: none"> -To understand and compare both human and physical features of a place in the UK and a European country and a region within North/South America.

Geography Progression Map 2024

	<ul style="list-style-type: none"> -Talk about what I see, using a wide vocabulary. -Talk about some of the things I have observed, such as plants, animals and natural found objects. 	<p>may vary from one another.</p> <ul style="list-style-type: none"> -To ask questions about where they live, their environment and other places. 	<ul style="list-style-type: none"> -To compare Workington with a contrasting place in the UK. -Talk about people and places beyond my local environment. -To express my own views about a place and environment. -To retell what it is like in another country. 	<p>What is it like to live in this place? How is this place different to where I live? Is the weather different? How does the climate impact lifestyle?</p> <ul style="list-style-type: none"> -To identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 		<ul style="list-style-type: none"> -To compare and give reasons for the different lifestyles within a country.
Human and Physical Geography	<ul style="list-style-type: none"> -To look closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> -Make observations of the environment. -Talk about some changes within the environment. -To begin to develop respect of different cultures. 	<ul style="list-style-type: none"> -To identify human and physical features. -Compare and contrast a country and a town. -Name some types of weather and describe the weather associated with the four seasons and discuss how it changes. 	<ul style="list-style-type: none"> -To talk about hot and cold parts of the world, discussing in relation to the equator and North/South poles. -To understand that different countries have different climates. -To compare and contrast the human and physical features of a British locality with a non-European locality. 	<ul style="list-style-type: none"> -Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. -Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather also key human features including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> -To locate rivers in the UK. -To ask and answer questions about rivers. -Describe different climate zones and vegetation belts on a global scale. -To say what weather and vegetation is related to these and begin to give reasons why.

Geography Progression Map 2024

			<ul style="list-style-type: none"> -Ask questions about the weather and seasons. -To observe and record the weather. 			
Geographical skills and fieldwork	<ul style="list-style-type: none"> -To use their senses in hands-on exploration. -To talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> -To draw information from a simple map. -To describe what they see, hear and feel within their environment. 	<ul style="list-style-type: none"> -To devise a simple map. -Use directional language to give directions or describe a route. -To draw simple sketches. -To use aerial photographs to recognise key features of places. 	<ul style="list-style-type: none"> -To devise a simple map, including a key using my own symbols. -To use aerial photographs to recognise landmarks and human and physical features of places. -To learn and use the four points of a compass to say and describe simple directions. 	<ul style="list-style-type: none"> -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Follow a journey using computer mapping. -Include a key on a map, using common ordnance survey symbols. -Use learn and use eight points of a compass to say and describe directions. -Use four grid references and key to build knowledge of the UK and wider world. -Understand how colours are used on a map. -Begin to use fieldwork to observe, measure, record and present the human and physical features in the local area, including sketch maps, plans, graphs and digital mapping technologies.