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| Fowey School Geography Progression Map | | | | | | | | |
|  |  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| National | Knowledge | Comment and | To know the | To know that | To name key | To recap the | Understand the | Recap the |
| curriculum |  | ask questions | county, country | there are hot and | rivers in the UK. | oceans and the | significance of | position of |
| strand |  | about aspects | and continent I | cold places in | To know the | continents. To | Prime Meridian. | longitude and |
| **Locational** |  | of their familiar | live in. | relation to the | location and | know the location |  | latitude and the |
| **Knowledge** |  | world. | To know the 4 | equator and the | characteristics of | of the Northern |  | equator. |
|  |  | Know that there | countries of the | poles. | volcanoes. | and Southern |  | Understand the |
|  |  | are different | UK and their |  |  | Hemisphere |  | word ‘climate |
|  |  | countries in the | capital cities. |  |  | To identify the |  | zone’ |
|  |  | world & talk | To know the |  |  | Tropics of Cancer |  | Understand the |
|  |  | about the | seas/oceans that |  |  | and Capricorn |  | impacts of global |
|  |  | differences they | surround the UK. |  |  | and relate them |  | warming. |
|  |  | have | To know the |  |  | to the oceans. |  | Locate South |
|  |  | experienced or | world’s 5 oceans |  |  | To know the |  | America on the |
|  |  | seen in photos. | and 7 continents. |  |  | location of |  | map. |
|  |  | Observe, find | To know there |  |  | Europe and name |  | Located the |
|  |  | out about and | are hot and cold |  |  | 6 European |  | countries and |
|  |  | identify features | areas and hot and |  |  | countries and |  | capital cities of |
|  |  | in the place | cold countries. |  |  | capital cities. |  | South America |
|  |  | they live and in |  |  |  | To explore and |  |  |
|  |  | the natural |  |  |  | locate the UKs |  |  |
|  |  | world. |  |  |  | highest |  |  |
|  |  | Find out about |  |  |  | mountains. |  |  |
|  |  | their |  |  |  |  |  |  |
|  |  | environment |  |  |  |  |  |  |
|  |  | and talk about |  |  |  |  |  |  |
|  |  | those features |  |  |  |  |  |  |
|  |  | they like/dislike. |  |  |  |  |  |  |
|  |  | Express |  |  |  |  |  |  |
|  |  | opinions on |  |  |  |  |  |  |
|  |  | natural and |  |  |  |  |  |  |
|  |  | built |  |  |  |  |  |  |
|  |  | environment. |  |  |  |  |  |  |

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|  |  | Recognise some |  |  |  |  |  |  |
| environments |
| that are |
| different to the |
| one in which |
| they live. |
| Skills | Describe a | To locate and | To identify the | To locate rivers in | To identify the | Identify the | Identify the |
|  | familiar route. | recognise | equator and the | cities in the UK | Northern and | position of | various lines on a |
|  | Discuss routes | Cornwall on a | North and South | and different | Southern | longitude, | world map |
|  | and locations, | map. | Pole on a map. | countries on a | Hemisphere and | latitude and | (recapping from |
|  | using words like | To locate the |  | map. | their relationship | recap Tropics of | previous year |
|  | ‘in front of’ and | seas/oceans |  |  | with the equator | Cancer and | groups) and |
|  | ‘behind’. | around the UK on |  |  | To identify the | Capricorn. | identify different |
|  | Use appropriate | a map. |  |  | Topics of Cancer | To identify | climate zones. |
|  | words, e.g. | To locate the |  |  | and Capricorn on | different counties | Identify different |
|  | ‘town’, ‘village’, | oceans and |  |  | a map and | in England. | biomes on a map. |
|  | ‘road’, ‘path’, | continents on a |  |  | explain the |  |  |
|  | ‘house’, ‘flat’, | map. |  |  | oceans and |  |  |
|  | ’temple’ and | To recognise the |  |  | continents they |  |  |
|  | ‘synagogue’, to | shapes of the |  |  | cross. |  |  |
|  | help children | continents. |  |  | To use maps and |  |  |
|  | make | To identify the |  |  | atlases to locate |  |  |
|  | distinctions in | seasons and |  |  | the countries in |  |  |
|  | their | know the key |  |  | Europe and their |  |  |
|  | observations. | weather in the |  |  | capital cities. |  |  |
|  |  | UK. |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| National | Knowledge | Talk about | To know the | To know that | To explore how | To explore the | To locate regions | Look at the |
| curriculum |  | some of the | geographical | places can | places have | geographical | of the UK and | physical |
| strand |  | things they have | features of a UK | change over time. | changed | similarities and | know their key | geography of |
| **Place** |  | observed in | forest and the | To compare the | overtime due to | differences of | physical | Antarctica (the |
| **Knowledge** |  | different places. | Savannah. | geographical | changes in their | Cornwall and Italy | characteristics | Antarctica biome) |
|  |  | Comments & |  | similarities and | geographical | (focus on Rome) | and | To understand |
|  |  | asks question |  | differences | features. |  | topographical | the physical |
|  |  | about aspects |  | between where |  |  | features. | geography of |
|  |  | of their familiar |  | we live and a hot |  |  |  | Brazil. |
|  |  | world. |  | country (Asia). |  |  |  |  |

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|  |  | Observe and |  |  |  |  |  |  |
| identify features |
| in the place |
| they live and |
| the natural |
| world. |
| Recognise some |
| similarities & |
| differences |
| between life in |
| this country & |
| life in other |
| countries. |
| Skills | Make | To compare the | To compare | To compare the | To compare the | To compare and | Compare and |
|  | imaginative & | geographical | changes in local | geographical | geographical | contrast | contrast the |
|  | complex ‘small | features of a UK | area and London. | similarities and | similarities and | similarities and | similarities and |
|  | worlds’ with | forest and the |  | differences of a | differences, | differences of | differences of |
|  | blocks & | Savannah. |  | UK river and the | through the study | local area and | two different |
|  | construction |  |  | Amazon. | of human and | contrasting | biomes |
|  | kits, such as a |  |  |  | physical features, | region. | (Antarctica and |
|  | city with |  |  |  | of Cornwall and |  | one other) |
|  | different |  |  |  | Rome |  | To compare key |
|  | buildings & a |  |  |  |  |  | facts about Brazil |
|  | park. |  |  |  |  |  | with our own |
|  | Encourage the |  |  |  |  |  | country. |
|  | use of words |  |  |  |  |  |  |
|  | that help |  |  |  |  |  |  |
|  | children to |  |  |  |  |  |  |
|  | express |  |  |  |  |  |  |
|  | opinions, e.g. |  |  |  |  |  |  |
|  | ‘busy’, ‘quiet’ |  |  |  |  |  |  |
|  | and ‘pollution’ |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| National | Knowledge | To notice and | To know the | To know the key | To know the | To explore | To understand | To know the |
| curriculum |  | discuss patterns | human and | features of the | physical features | changes in | why people | human and |
| strand |  | around them, | physical features | four countries in | of rivers and the | human | settled along the | physical features |
|  |  | e.g. rubbings | of London. | the UK. | geographical and | settlement due to | River Nile. | of Antarctica. |
|  |  | from grates, |  |  | human features | geographical |  |  |

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| **Human and Physical Geography** |  | covers, or bricks.  Identify seasonal patterns – focusing on plants and animals.  Begin to understand the effect their behaviour can have on the environment. Talk about the similarities and differences between them and their friends.  Understand the effect of changing seasons on the natural world  around them. |  | To know the key human and physical features of our local area. | surrounding rivers.  To understand the human geography associated with rivers including land use and settlements.  To describe the key features of physical geography e.g. volcanoes & earthquakes.  To know how physical geography can impact human activity and quality of life. | features – the development of harbours and fishing trade.  To understand how humans affect their environment and why people seek to sustain their environment.  To know how the physical features of mountains.  To explore climate and settlements on and around mountains. | To understand how humans impact an environment over time. | To explore the human and physical features of Brazil. To explore trade links out of Brazil. To explore why Brazil hosted the Olympics. |
| Skills | Explore their local environment and talk about the changes they see.  Explain that human activity can influence and impact on the world, meaning that  things happen | To compare the human and physical features of London with our local area. | To know the shape of the UK on a map/globe. To interpret key human and physical landmarks on aerial photographs. | To explain the water cycle. To locate settlements in  relation to rivers and explain why people settled along rivers. | To explain how mountains are formed. | To understand how humans impact an environment over time.  Compare and contract modern day Egypt (along the Nile) and Ancient Egypt. | To compare how the land has changed in Antarctica over time – global warming link. |

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|  |  | as a result of our actions. |  |  |  |  |  |  |
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| National curriculum strand **Geographical Fieldwork** | Knowledge | Observe and identify features in the place they live and the natural world.  Find out about their environment and talk about features they like and dislike. Examine change over time.  Pose carefully framed open- ended questions, such as “How can  we...?” or “What would  happen if...?”.. Describe some actions which people in their own community do that help to maintain the  area they live in. | To know the four compass points (NESW)  To understand simple directional language. | To understand the features of our school and the coastline. To use simple compass directions (NESW). | To know the eight compass points. To know the different features of maps e.g. rivers, hills, roads.  To identify geographical features on aerial Images and digital maps. | To observe the physical features of mountains and sketch them on maps, identify them on digital images | Understand what six figure grid references are.  To understand the features of the local area (mines).  Collect and measure information such as: rainfall, windspeed, temperature and explain the impact upon the environment.  To understand key information on ordnance survey maps incl. contour lines, keys and scale. | To interpret weather data in different biomes to draw comparisons.  To use photographs to explore Brazil and compare daily life in Cornwall and Brazil. |
| Skills | Use diverse range of props, photos, books to notice & talk  about | To understand a simple map and create a simple map. | To use fieldwork to study the geography of school and | To use four figure grid references and the eight compass points. | To compare digital images of mountains – looking for | To use six figure grid references. To draw maps with keys. | To confidently use six figure grid references. |

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|  |  | similarities & differences. Draw information from a simple map.  Interpret range of sources of geographical information, including maps, globes, photographs. |  | compare this to the coast.  To devise simple maps with a key. | To accurately use directional vocabulary.  To create a map depicting the White River and its use for China Clay.  To analyse and draw aerial images depicting geographical features e.g.  volcanoes. | geographical and human features. | Draw detailed images/diagrams and explain trends/patterns. To locate places and understand the landscape on ordnance survey maps. |  |
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