Belswains Primary School Geography Progression Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Knowledge	**Let's Explore** -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps **(Exploring the school environment)**. -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 -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter **(Sensory walk).** -Drawing maps: **We're going on a Bear Hunt** **Their journey to school** **Our local Community- beebots map** **Me on the map- a map of their bedrooms**		**Animal Safari** -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. **Similarities and differences between different habitats around the world. Finding these on a map.** **Links to our trip to Paradise Wildlife Park where children will observe animals from different countries.**	**Long Ago** -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. **Diversity area** -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter **One Year with Kipper- the seasons and weather**.	**Ready Steady Grow** **Food production and Farming** **Using Atlases** **Exploring Mountains during CIL** **Tourism- Travel agents role play** **Mother earth is weeping- climate change around the world and sustainability**	**On the Beach** -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **Coastal habitats- Human and physical features.** **Comparing similarities and differences between coastal areas and Hemel Hempstead.** **Writing postcards.** **Map making- beaches** **Ocean habitats- finding oceans on maps/globes.** **Plastic pollution of the oceans.**
	Vocabulary	community explore journey map globe route school grounds England Trinidad and Tobago Local Observe Environments		Seasons Winter Spring Summer Autumn Weather Change	Farming Food production Atlas Mountains Tourism Travel Flags Climate change Deforestation Coral reef Pollution	Compare Same Different Wildlife Habitats Observe Continents Countries Endangered Conservation Climate	coral reef Earth land ocean Pacific Ocean salt water sea UK beach seashore beach cliff rock pool litter

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						protect recycle
Year 1	Topics	**Childhood**	**Our wonderful world (mini project)**	**Bright lights, big city**	**School days**	**Street view (mini project)**
	Knowledge			**Locational knowledge:** Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. -Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country **(Kuala Lumpur).** **Place Knowledge:** 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. **Human and Physical:** **Seasonal changes** **(mini project)** -Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.		
		-Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	-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.			-Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour, and shop.

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	Skills		-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 compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	-Use world maps **(google maps)**, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features **(London)**; 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. -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 compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.
	Vocabulary	cause change effect land use	World Different Same physical feature human feature	capital city London United Kingdom England Scotland Wales Ireland Villages Cities Towns Equator Weather seasons	Locality Map physical feature human feature compare observe record	North South East West near far left right

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	Progression	Reception: Spring 1	Reception: Summer 2	Reception: Autumn 1, 2 and 3	Reception: Autumn and Summer.	Reception: Autumn and Summer (map work).
Year 2	Topics	**<u>Movers and shakers</u>**	**<u>Let's explore the world</u> (mini project)**	**<u>Coastline</u>**	**<u>Magnificent monarchs</u>**	
	Knowledge		**Locational knowledge:** Name and locate the world's seven continents and five oceans. -Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	**Locational knowledge:** -Name and locate the world's seven continents and five oceans -Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas	-Has a focus on Christopher Columbus and countries and seas. As well as local significant people. -Develop contextual knowledge of the location of globally significant places.	
				Place knowledge: -Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK **(Whitby)**, and of a small area in a contrasting non-European country **(Somalia)**.		

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		Human and physical: Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.	**Human and physical:** Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	**Human and physical:** Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time **(erosion)**.	
	Skills		-Use world maps, atlases and globes to identify the UK 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 (e.g. near and far; left and right), to describe the location of	-Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. -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 compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	-Map/key reading. **Animal Survival** -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.

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			features and routes on a map.		
	Vocabulary	Significant globally	Map Globe Ocean Equator World continent Northern hemisphere Southern hemisphere temperate	Atlantic Ocean English Channel Irish Sea North Sea Erosion Landmark Tourism compass harbour beach cliff Physical features Human features	key map symbol castle palace residence Observe Compare record

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Knowledge	**<u>Through the ages</u>** (Stone Age Workshop with the Travelling Natural History Museum)	**<u>Our planet, our world</u>** **(mini project)** -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian	**<u>Rocks relics and rumbles</u>**		**<u>Empires and Emperors</u>**	

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Year 3			and time zones (including day and night). -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**Locational knowledge:** -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and 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, 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: -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, and a region within North or South America.		
				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. **(Ring of Fire)**		

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				-Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. **(Tsunamis, tremors, eruptions, tectonic plates)**		
	Skills		-Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
	Vocabulary	cursus earthwork henge long barrow monument stone circle	Latitude Longitude southern hemisphere northern hemisphere coordinate composition core crust Earth inner core magma mantle tectonic plate	crust lava magma mantle outer core volcano igneous metamorphic rock sedimentary active dormant extinct plate boundary tectonic plate Latitude Longitude		
Year 4	**Topics**	**Invasion**	**Interconnected world (mini project)**	**Misty Mountain, Winding River**	**Electrical circuits and conductors**	
	Knowledge		-Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on	-Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.		

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			their environmental regions, key physical and human characteristics, countries, and major cities. -Identify the position and significance of 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).	-Name and locate 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.		
				Place knowledge: 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, and a region within North or South America.		
			Human and physical: 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.	**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. **(Ring of Fire)** -Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. **(Tsunamis, tremors, eruptions, tectonic plates)**		

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	Skills	-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	-Use maps, **atlases to find and name rivers and compare the sizes**, globes and digital/computer mapping to locate countries and describe features studied. -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Trip to a river.**		
	Vocabulary	cursus earthwork henge long barrow monument stone circle	Latitude Longitude southern hemisphere northern hemisphere coordinate composition core crust Earth inner core magma mantle tectonic plate	crust lava magma mantle outer core volcano igneous metamorphic rock sedimentary active dormant extinct plate boundary tectonic plate Latitude Longitude		

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 5	Topics	**Investigating our World**		**Sow, Grow and Farm**		**Ground-breaking Greeks**
	Knowledge	**Locational knowledge:** - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. -Name and locate 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.		**Locational knowledge:** -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.		
		Place knowledge: -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, and a region within North or South America.				
		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.		**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.	

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	Skills	-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		-Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. -Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.		-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	Vocabulary	contour line four-figure grid reference Ordnance Survey map sea level terrain topography biodiversity biome ecosystem savannah tundra vegetation belt		agriculture allotment arable, pastoral and mixed farming commercial farm crop livestock national park rural urban plantation fertiliser transportation		aerial photograph atlas map satellite map describe identify investigate observe
Year 6	Topics	**<u>Maafa</u>**	**<u>Our Changing World</u>**	**<u>Frozen Kingdoms</u>**		**<u>Britain at War</u>**

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	Knowledge		-Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and 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, 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).	
				-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, and a region within North or South America.	
		-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.	-Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.	-Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **Polar climates-vegetation, wildlife, topography.** -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. **Indigenous people in the Arctic compared to the fact that nobody inhabits the Antarctic, and how these people live and have adapted to life in the Arctic. The natural resources in the Arctic and Antarctic and how these are distributed and used around the world.** -Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	-Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
			-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their	**Compare data from the Arctic and Southern oceans.** -Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways,	

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			knowledge of the United Kingdom and the wider world.	including through maps, numerical and quantitative skills and writing at length.	
	Vocabulary	diverse mining natural resource population tribe indigenous settlement	atmosphere climate zone deforestation extreme weather greenhouse effect habitat destruction human activity interconnection marine region overpopulation population weather pattern	Artic ocean glacier Artic circle Tropic of cancer prime meridian Tropic of Capricorn equator Antarctic circle polar day polar night inuit fjord	alliance British Commonwealth of Nations world

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