


Lostock Hall Primary School Progression Map

 Subject: Geography	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Space, Scale & Maps Skills	<p>Name and identify: Their home Their school Their village/town/city Their country</p> <p><i>Rec: Recognise some environments that are different to the one in which they live.</i></p> <p><i>Rec: Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i></p> <p>Know about similarities and differences in relation to places, objects, materials and living things</p>	<p>Begin to use world maps, atlases, and globes to name and locate 7 continents and 5 oceans, the poles and the equator.</p> <p>Use locational & directional language (e.g. near and far, left and right) to describe location of features and routes on a map</p> <p>Follow a simple map of the school.</p> <p>Be able to say where they live.</p>	<p>Use globes, atlases and maps to locate, name and identify the UK, its countries & surrounding seas.</p> <p>Name, identify and locate the capital cities of the UK (London, Edinburgh, Cardiff, Belfast.</p> <p>Name, identify and locate where they live.</p> <p>Compare different UK cities with each other and with the place that they live. Recognise similarities and differences.</p> <p>Use simple compass directions (N,S,E,W)</p>	<p>In addition to KS1, Name and locate counties and cities of the UK.</p> <p>Understand geographical similarities and differences. name and identify/locate: N. & S. hemispheres, equator</p> <p>Identify and locate the major volcanic and Earthquake zones.</p> <p>Identify and locate the world's main mountainous regions.</p> <p>Use world maps, atlases and globes to locate & identify main countries, oceans &</p>	<p>Identify and locate the major rivers of the world.</p> <p>Continue to use world maps, atlases, and globes to locate and identify main countries, oceans & continents of the world.</p> <p>Name and locate the capital cities of European countries.</p> <p>Know and use the eight points of a compass (N, NW, W, SW, SE, E, NE).</p> <p>Begin to use 4 figure grid references.</p> <p>Use basic OS map symbols.</p>	<p>Know and locate key regions of the Americas.</p> <p>Confidently use world maps, atlases, and globes to identify main countries, oceans & continents of the world.</p> <p>Use maps, atlases, and globes to identify tropics of Cancer and Capricorn and Arctic and Antarctic regions.</p>	<p>Name and identify/locate: Latitude and, longitude Prime / Greenwich Meridian & time zones.</p> <p>Name and locate counties and cities of the UK.</p> <p>Use 4 figure grid references and begin to use 6 figure grid references.</p> <p>Use the eight points of a compass to orientate maps and sketch maps.</p> <p>Use symbols and keys including those on OS maps.</p> <p>Use scale to make sketch maps more</p>

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	<p><i>Rec: Draw information from a simple map</i></p> <p><i>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p>		<p>Devise a simple map</p> <p>Use and construct symbols in a key.</p>	<p>continents of the world.</p> <p>Use maps, atlases, and globes to identify hemispheres and the equator.</p>	<p>Begin to use the scale bar to estimate distances.</p> <p>Make a map of a short route with features in the correct order.</p>		<p>accurate and estimate distances.</p> <p>Use maps with different scales.</p> <p>Begin to use digital mapping.</p>
Physical	<p>Describe the weather and name different types of weather. Identify how the weather changes what they do.</p> <p><i>Rec: Understand the effect of changing seasons on the natural world around them.</i></p> <p><i>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i></p>	<p>Identify and describe hot & cold areas of the world.</p> <p>Identify the basic biomes (water/aquatic, land/terrestrial).</p>	<p>Identify, describe and understand key aspects of seasonal & daily weather patterns (UK & local scales)</p> <p>Use basic geographical vocabulary to refer to key physical features, including: season, weather, vegetation, hill, stream, slope, river, lake, sea, ocean, island, land, soil, rock, beach, mountain, wood, forest, cliff, coast, valley.</p> <p>Start to understand similarities and differences through studying physical geography of a small area of UK & contrasting non-European Country.</p>	<p>Describe, understand and compare key aspects of the water cycle, climate and seasons.</p> <p>Describe, understand and compare key aspects of mountains, volcanoes and earthquakes.</p> <p>Begin to identify similarities and differences through studying physical geography of different regions of the world.</p>	<p>Describe, understand and compare the key aspects of rivers.</p> <p>Know key physical characteristics of countries and places studied.</p> <p>Begin to identify similarities and differences through studying physical geography of the UK & contrasting non-European Country and a region within South America.</p>	<p>Describe, understand and compare key aspects of biomes.</p> <p>Know key physical characteristics of countries and places studied.</p> <p>Identify & explain similarities and differences through studying physical geography of a small area of UK & contrasting non-European Country and a region within South America.</p>	<p>Recognise dependent links and relationships in both human and physical geography.</p>

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<p>Human</p>	<p>Identify things in a location that have been made by people. Identify a journey you go on?</p> <p><i>Rec: Draw information from a simple map</i></p> <p><i>Rec: Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i></p> <p>Identify how a place has changed Identify how people have changed a place or feature</p> <p><i>Age 3-4: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i></p> <p><i>Rec: Recognise some environments that are different to the one in which they live.</i></p>	<p>Recognise and explain discuss how location might affect people's behaviour and activities eg (hot locations v cold locations)</p>	<p>Describe how our behaviour changes with the weather and seasons.</p> <p>Begin to identify and describe human settlements eg village, town, city, capital city and the physical and human features that identify these.</p> <p>Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>Start to understand similarities and differences through studying human geography of a small area of UK & contrasting non-European Country.</p>	<p>Begin to understand how the distribution of natural resources can affect human settlements.</p> <p>Identify, describe and compare different types of settlement and their features eg village, town, city</p> <p>Identify and describe different types of land use eg employment, shopping, leisure, transport.</p> <p>Begin to explain how an area can be spoilt.</p> <p>Begin to suggest ways a location could be changed and/or improved.</p> <p>Begin to explain how a location has changed over time.</p> <p>Begin to identify similarities and differences through studying human geography of different regions of the world.</p>	<p>Describe and understand the distribution of natural resources including energy, food, minerals and water.</p> <p>Know key human characteristics of countries and places studied.</p> <p>Explain how an area can be spoilt.</p> <p>Explain ways a location could be changed and/or improved.</p> <p>Explain how a location has changed over time.</p> <p>Begin to identify similarities and differences through studying human geography of the UK & contrasting non-European Country and a region within South America.</p>	<p>Know key human characteristics of countries and places studied.</p> <p>Describe and understand types of settlement and land use. (Slums)</p> <p>Describe and understand key aspects human geography including economic activity and the distribution of natural resources including energy. (Sustainability)</p> <p>Justify own viewpoint or decision, and use new information to adapt their own viewpoint.</p> <p>Understand how human activity has caused environmental change. (Energy & Sustain)</p> <p>Explain what a place might be like in the future taking account of issues impacting on a human and/or physical features. (Energy & Sustain)</p>	<p>Describe and understand key aspects of: types of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Explain what a place might be like in the future taking account of issues impacting on a human and/or physical features. (Globalisation)</p> <p>Use data from text, images and maps to make meaning and draw reasonable conclusions (Population)</p> <p>Recognise dependent links and relationships in both human and physical geography.</p>
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	ELG: 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					<p>Identify ways in which humans have both improved and damaged the environment and suggest responses. (Energy & Sustain)</p> <p>Identify & explain similarities and differences through studying human geography of a small area of UK & contrasting non-European Country and a region within South America.</p>	
Fieldwork skills		<p>Begin to take and record measurements using a range of instruments (Hot & Cold Places Pearson)</p>	<p>Identify the key human and physical features of the school, its grounds and surrounding environment.</p> <p>Carry out research in a variety of ways</p> <p>Take and record measurements using a range of instruments.</p> <p>Start to compare data.</p> <p>Start to make decisions based on data.</p>		<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods eg sketch maps, plans and graphs, digital technologies.</p> <p>Begin to develop fieldwork skills (e.g. sketching, photographing) and observational skills to study the geography of school and its grounds, and the key human and physical features</p>	<p>Plan fieldwork.</p> <p>Devise geographical questionnaires and tally charts to guide research.</p> <p>Analyse data from text, images and maps to make meaning and draw reasonable conclusions</p> <p>Draw line graphs and pie charts to present data.</p>	

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			<p>Begin to explain / justify decisions.</p> <p>Understand that some decisions are more suitable than others.</p> <p>Use aerial photographs and plan perspectives to recognise human and physical features.</p>		<p>of its surrounding environment.</p>		
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