Progression

Subject Area: Geography

Sub-sections of subject area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	Talk about where they live – Barnsbury, Islington, London.	Know that places are linked to others by roads and rail. Aware of local Overground and Tube station. How to get between two locations in Barnsbury. Names and locations of 5 ocean Names and locations of 7 continents Name and locations of 4 countries of the UK: England, Northern Ireland, Scotland, Wales Locate a another part of the UK and a country from Europe to compare weather data.	Children to locate hot deserts and ice deserts on the globe and explain the distribution. Children make own compasses and use compasses. Identify Human features – houses, schools, monuments, palaces, canals, city, town, road, motorway, trainline, village, factory, farm, house, office, Physical features, seas, oceans, rivers, and mountains Name and locate England, Wales, Scotland and Northern Ireland and the capital cities. Facts to know about each country England – home of Buckingham Palace Scotland – Edinburgh castle Northern Ireland – Titanic	To know major cities and names or rivers they are on (All the capitals, Liverpool (The River Mersey), Bristol (The River Severn), Newcastle (The River Tyne) and Glasgow (The River Clyde). Know all the continents by their shape and relative sizes Know the counties surrounding London and locations of some other larger counties (Yorkshire, Lancashire, Cumbria, Northumberland.) Identify and locate the countries in South America Locate Kings Cross and the route of the canal	Use an atlas to identify where UK, Republic of Ireland, France, Spain, Germany, Italy, and Greece To recognise all seven continents by the outline. To name and label the Arctic and Antarctic Circle, as well as the equator. To know that Islington is a borough, in the city of London, in the country of the UK, in the continent of Europe. To know where Southampton is. To locate Cardfields on a map and describe its location using 4 figure grid references To identify larger European countries and identify their capital cities To know the location of some major cities and	Know which hemisphere some countries are in (European countries) Know that Norway, Denmark and Sweden is a subregion called Scandinavia and that it is located in Northern Europe Know the shape of the Scandinavian countries Know the location of Capital cities in Scandinavia Know that Norway is characterised by its fjords, archipelagos, glaciers and mountains and the difference between the more temperate south and Polar north. now major cities (and their location) based on an identifiable feature (Tyne bridge – Newcastle; Castle and Arthur's seat – Edinburgh, Cathedral and walls – York, Liver building and cathedrals – Liverpool, Manchester, Leeds, Bristol, Cardiff, Birmingham Use units of measurement for latitude and longitude (degrees N/S/E/W) and	Locate countries from various continents based on where the food comes from Use lines of latitude and longitude to locate countries Identify what climate zone countries are in Locate local features to investigate causes and solutions to climate change (parks, bike lanes, Thames flood barrier, Airports, Power generators (wind farms, power stations etc.) Identify locations of migration "hotspots" to the UK at different points in history (Caribbean, Germany, Ireland, Poland, Syria, Ukraine)

			Wales – Town with the longest name and birthplace of Roald Dahl Difference between the sea and ocean Name Atlantic Ocean, North sea, Irish sea, Celtic sea and English channel. Name continents by learning the continent song and ocean song. Name country from each continent. England – Europe Asia – India Africa – Kenya North America – USA South America – Columbia Oceania – Australia Antarctica - Identify that London is in the UK and this is in Europe		key physical features within one focus European country(Italy, Greece or Turkey).	describe their orientation (Horizontal/vertical) and location in relation to the Equator Know which hemisphere some countries are in (European countries (North American) Explain what the tropics of Cancer and Capricorn with the aid of climate zone maps Explain what the Greenwich Meridian is and why it is called that Be able to give the time in any other country in relation to London using a time zone map Know the shape of the larger North American countries (USA, Canada, Mexico, Panama) Know the location of Capital cities in North America as well as other large cities in North America (New York, LA, Texas, Chicago, Houston, San Francisco, Vancouver, Montreal Know that Islington is a borough of North London within the county of Greater London in the region of the South-East of England Know the shape all the countries of Great Britain Know the location of Capital cities in: Great Britain Know where parts of the local area are: Chapel Market, Canal (Angel Basin), Upper Street, Market Rd Tower,	

						Emirates stadium, local monuments	
Geographical skills & Fieldwork	Make basic observations of the local environment. Use everyday language to talk about distance and relative positions (behind, next to) in the local environment. Attempt to draw simple features in their familiar environment and imaginary places. Identify a map. Make attempts at drawing a map of a familiar or imaginary place	How to draw a simple map using observations of a familiar space Directional and locational language (e.g. near and far; left and right) Use a range of simple maps Use a range of simple maps Use/make a weather station to collect data	Weather forecast report, use of symbols, sunny, rainy, windy, snowy, sleet, lightening Use weather recording equipment to take daily readings across a week or more. Compare results to other seasons. Dress a "weather bear" appropriately for the seasons and the locations in the world. Use online data and/or bar charts to compare daily temperatures in different parts of the world. Create map and use symbols of key surroundings. Identify symbols for school, parking, cycle lanes, post office, train station. **<u>Chapel Market</u>** (sketches, annotate with types of food sold, tally) Use weather recording equipment to take daily readings across a week or more. Compare results to other seasons.	Fieldwork – observe and measure data at a local river (Thames) Use 2 figure grid references to identify location of places along rivers Make a simple map of section of River Thames with a Key Compare UK and Egypt using aerial photographs use Google Earth to locate countries in South America and identify some physical features (colours) Recognise some symbols and colours on OS maps (cities, water, roads, trainlines, buildings, schools, stations, forests) Use 2 figure grid references to identify location of counties in UK and countries in South America Compare UK and South America using aerial photographs Enquiry about use of canals: fieldwork sketches, Tallies Annotate maps with a key Use 8 points of a compass to navigate features around Kings cross Compare historical maps of the area with modern maps Use weather recording equipment to take daily readings across a	Describe the locations of the European countries in relation to one another using the 8 points of a compass. To use map to measure the distance from Thornhill to Cardfields using a ruler and a scale. To identify the location of features on a map of Islington and/or Cardfields using 4 figure grid references. risk assess Cardfield walk and plan route Cardfields (Annotate map with land use, sketches/ photos how land is managed, ,orienteering) Describe locations of features within the focus country using lines of latitude and Longitude Describe locations of features within the focus country using 4 figure grid references Use aerial photographs (Google Earth) to explore physical and human	Weather reading data using thermometers, anemometer, rain gauge, wind vane, barometer (to compare with weather in Scandinavia) Describe positions of local landmarks in relation to the school and each other using 16-point compass points. Locate local landmarks using 6 figure grid references on an OS map <u>Local area – Upper street</u> Sketch or take photographs of local streets and the type/use of buildings and of local green spaces Take a tally of types of retail on the high street Tally of the state of green spaces (number of bins, benches, broken playground equipment etc.) Questionnaire for local people on the high street. Present data in graphs. Use aerial photographs (Google Earth) to explore physical and human features	Identify time zones – How does it affect timetables of food journey Use 6-figure grid references Use 16 points of a compass to describe a food journey Use scale to measure food miles Enquire about the effects of pollution in the area. Data loggers – air quality data – tally traffic at different times of day – look at impact of LTN areas on health, business, safety etc. Investigate what features/reasons compelled immigrants to settle here: Questionnaire to local residents who have migrated (shopkeepers, teachers etc.) Describe a migrant's journey using accurate distances, compass directions (16-point) grid references (6-figure)

			Use weather recording equipment to take daily readings across a week or more. Compare results to other seasons.	week or more. Compare results to other seasons.	features fieldwork sketches, Tallies Annotate maps with a key Use 8 points of a compass to navigate features around Kings cross Compare historical maps of the area with modern maps		
Place Knowledge including Human and Physical geography	Talk about their homes and families. Identify the main features of their immediate environment – school, home. Find their way around school – showing and awareness of where things belong and the people within the school. Begin naming features of the local environment – school, home, house, road, park. Make observations of the local environment and explain why some things occur and talk about change. Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc. Looks	Names of local places eg. Barnsbury Woods, St Andrew's Church, Upper Street, Thornhill gardens Simple map symbols for human and physical features eg. School, church, forest, river Know which parts of continents are hotter or colder Know at least one physical and human landmark from each continent What weather is experienced in different seasons in the UK Daily weather patterns in the UK Concept of climate change and it's causes and effects Ways in which we can be more environmentally friendly at home and school	Talk about climates and where different climates exist. Kenya is tropical climate it has two seasons. Talk about differences in seasons in UK and Kenya. Characteristics of each season. UK – summer, hot, longer days Winter – cold shorter days Autumn – moderate, leaves fall, rainy, decreasing temperatures Spring – moderate, increasing temperatures, new plants, Kenya Wet season – rainy, rivers overflow, animals retreat, plants grow Dry season – sunny, little or no rain, drought	Find how people use the river in Egypt and contrast with the Thames in UK Know the parts of the river from head to mouth Know how a river changes the landscape over time (erosion, deposition) Know how the river affects the land use surrounding it (farming, fishing, factories) in UK and Egypt compare land use in the UK and I a South American country. Know what parts of lifestyle are similar and different in the UK and in South America Know the predominant/unique physical features in some South American countries and in some UK counties Know the predominant/unique human features in some South American countries and in some UK counties	To know that Islington is a borough, in the city of London, in the country of the UK, in the continent of Europe. To know that countries near the equator are warmer than those further away To name key topographical features in the UK. In particular, naming the River Thames, Severn, Trent, Tyne, Tay, and Clyde. The mountains: Ben Nevis, Snowdon, Scafell Pike, Slieve Donard. To identify physical coastal features including types of beaches, weathering etc. To identify human coastal features such as harbours, lighthouses etc. To use language such as rural, urban, densely	Be able to explain how mountains are formed and how glaciers formed fjords Explain the effects of pollution and climate change in Scandinavia (melting glaciers and thawing Tundra Describe the weather patterns of a polar climate Compare climate, terrain and land use between South-East England and Central America. Use maps and atlases as well as other census data Construct a large map of North America with symbols to locate mountain ranges, volcanoes, major rivers, borders. Annotate with images of key features such as Grand Canyon, great lakes etc.(Be able to label the layers of the earth, main parts of a volcano and explain how a volcano erupts. Explain the effects of pollution and climate change in Mexico (Rivers drying out and heat exhaustion –	Identify how the climate and topography affects what food is grown there How we trade goods with different countries including what we import and export. How a restaurant functions in its role within the food industry (e.g. operations, roles, menu, stock, sourcing ingredients). How the food miles of the food we consume impacts on the carbon footprint we are creating and how we could improve the sustainability of these foods. How Fair Trade is used to ensure farmers receive a fair wage for their produce. How different farming types are used in the UK and how the physical

	closely at similarities, differences, patterns & change.		To study Nairobi. (Human and physical features) Karura forest, Nairobi national park, Masaai market. Look at key differences between food in UK and Nairobi. Look at the process of chips (Uk), Passionfruit (Kenya) To study London, know about S E W N and zoom into Islington. Know about River Thames, Regents park, Buckingham palace, London eye.	Know that the area around Kings Cross canal gets used in different ways by different people. Understand how and why the area has changed over time Understand the purpose of canals and how it affects land use around them. Know how the terrain affects how/where canals are engineered (e.g using locks, tunnels and viaducts)	populated, sparsely populated, industrial, and arable to compare places. To compare Cardfields and Islington, focusing on the characteristics of leisure, work, air quality, and housing. To know what tectonic plates are and the location of plate boundaries in and around Europe To understand the impact of Earthquakes on the physical landscape To understand the impact of earthquakes on settlement, land use and human behaviour	Explain why people live near volcanoes Describe the weather patterns of a tropic climate Describe and compare changes in land use in the local area over time using maps, photographs/illustrations and data Explain why local high streets, canals and landmarks have arisen here Describe the weather patterns of a temperate climate (UK)	geography affects these choices. Compare physical and Human features of maps of London from now and historical maps. Research flooding, heat waves, pollution in London and compare with an Asian country. Identify how businesses and buildings are being adapted to be greener. Look at different reasons for migration including how the topography and location may affect decisions to leave. Case study: Natural disaster causing migration.
Geographical thinking skills	1. Sequencing and ordering information 2. Sorting, classifying, grouping. 3. Analysing, identifying relationships. 4. Comparing and contrasting. 5. Making predictions and hypothesising. 6. Drawing conclusions.						