The Stonebridge School Geography Progression Document

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas of Study		The Natural World	Where do I live? (Local area/London & the UK) (settlement and population) The Four seasons	My World and Me – UK & Ecuador (settlement, climate, population) Around the world - Seven continents & 5 seas (landscape, climate) Reduce, Reuse & Recycle : impact of waste in the ocean (sustainability)	Countries of the world - (settlement, climate and landscape) Deserts with a focus on the Arctic Circle (climate) Biomes: Where does our food come from? (trade, climate, sustainability)	Europe – (settlement, population, trade) Settlements & Settlers – (settlement/population) How to earn a living? (population, trade)	Counties and Cities in the UK (population, settlement, landscape) Rivers (settlement, landscape) Link to South America	Extreme Earth (landscape, settlements) The Earth's biomes (sustainability & trade) Link to North America
Geographical terms /Vocabulary		Country Map Weather Rainy/ Sunny Wet Modes of transport Jobs – people who help us	Birdseye view, map, key, symbol, right, left, up, down, north, south, east, west, climate, rivers, lakes, UK, England, Scotland, Wales, Northern Ireland	North, south, east, west, pollution, continents, oceans, environment, plastic, impact, key, map Arctic, Antarctic, North Pole, South Pole, polar, reduce, recycle	hemisphere, equator, climate change , Climate change, climate, Desert, biome, biodiversity, trade, deforestation, rainforest		Source, flood, built, crops, river, tributary ,protection, physical, human, settlement	Biome, Tundra, Savanna, Taiga, terrestrial, hibernation, fossil fuels, deforestation, precipitation, eco system, atmosphere Volcano, earthquakes crater, eruption, tectonic plates
Geographical Skills	Field Work		Use world maps, atlases and globes to identify the United Kingdom and its countries. 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 [for example, near and far; left and right], to describe the location of features and routes on a map.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, four-figure grid references. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studies Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

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	Geographical Enquiry		Ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings. Make observations about where things are e.g. within school or local area.	Pupils encouraged to ask simple geographical questions; where is it? What's it like? Use books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings. Make appropriate observations about why things happen. Make simple comparisons between features of different places.	Begin to ask/initiate geographical questions. Use books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs. Investigate places and themes at more than one scale. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.	Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.	Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use, temperature, look at patterns and explain reasons behind it.
Direction, Scale & distance			Use simple compass directions (NSEW). Direction right, left forward, backwards. Use relative vocabulary (e.g. bigger/smaller, like/dislike).	Begin to spatially match places. Use simple compass directions (NSEW) Direction right, left forward, backwards.	Begin to match boundaries. Use 4 compass points to follow/give directions: Use letter/no. coordinates to locate features on a map.	Begin to match boundaries. Use 4 compass points well. Begin to use 8 compass points; use letter/no. co-ordinates to locate features on a map confidently.	Measure straight line distance on a plan. Find/recognise places on maps of different scales Use 8 compass points. Begin to use 4 figure coordinates to locate features on a map.	Use a scale to measure distances. Draw/use maps and plans at a range of scales. Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.

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Drawing /using maps	Talk about what they see, using a wide vocabulary.	Draw picture maps of imaginary places and from stories. Use a simple picture map to move around the school; recognise that it is about a place. Use aerial photographs. Use own symbols on imaginary map.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing. Locate places on larger scale maps. Follow a route on a map with some accuracy.	Make a map of a short route experienced, with features in correct order. Make a simple scale drawing. Locate places on large scale maps. Follow a route on a large scale map.	Begin to draw a variety of thematic maps based on their own data. Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out about other features of places.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places.
Locational knowledge	Know that there are different countries in the world.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	Locate and name the continents on a World Map. Locate the main countries in Europe. Locate places in Europe where earth quakes are prevalent. Pupils can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	Identify largest desert, highest mountain and can locate volcanoes. Locate areas of similar environmental regions, either desert, rainforest or temperate regions on a world map. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Make links with History, compare land use maps of UK from past with the present, focusing on land use	Locate landmarks across the River Thames. Locate key features (including coasts and rivers) and understand how they have changed over time.	Understand how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Locate different biomes across the world on a map.

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Place knowledge	Talk about the differences they have experienced or seen in photos. Talk about what they see, using a wide vocabulary.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	Understand geographical similarities and differences through studying the impact the United Kingdom and a contrasting non-European country.	Understand geographical similarities and differences through the study of human and physical geography of a region of the Arctic circle. Recognise that the Arctic circle is type of biome.	Understand geographical similarities and differences through the study of human and physical geography of a region of the Arctic Circle, and a region within the Thar desert. Recognise that a desert is a type of biome.	Understand geographical similarities and differences through a study of human and physical geography with a contrasting period of time.	Understand how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Locate different biomes across the world on a map.
Human & physical geography	Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things. Continue to develop positive attitudes about the differences between people. Talk about what they see, using a wide vocabulary.	Identify seasonal and daily weather patterns in the United Kingdom.	Pupils begin to identify the location of the Equator in relation to the North and South Hemisphere. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Hemisphere Recognise the impact of human action and how that effect on our current world.	Understand similarities and differences of the study of Inuit people and people living in the Arctic Circle. Understand the impact of climate change on the Arctic Circle.	Understand key aspects of physical geography including climate zones, biomes, vegetation belts, mountains and volcanoes. Pupils know the importance of resources being distributed fairly. Pupils know how trade links are important. Understand the damaging impact of fossil fuels on our environment.	Describe and understand key aspects of: Physical geography including rivers. Human geography including trade between UK and the rest of the world	Explain the distribution of natural resources. Pupils can describe and understand key aspects of: - Human geography including trade between UK and Europe and the rest of the world. Understand fair and unfair distribution of resources. Evaluate the changes needed to minimise the threats of climate change.