Geography Progression Map

EYFS	Birth to Three Years	3 - 4 Years	Reception	Early Learning Goal
Understanding the world **Past and Present** **People, Culture and Communities** **The Natural World**	Make connections between the features of their family and other families.	Begin to make sense of their own life-story and family's history. 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. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear, and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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. Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Communication and Language	Understands ‘who’, ‘what’, ‘where’, in simple questions. (Where is..?)	Use a wider range of vocabulary. Understand ‘why’ questions.	Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Maths **Space, shape and measure**		Understand position through words along. (The bag is under the table, no pointing) Describing a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	• To talk about human environment and the local areas. To identify a range of human environments, such as the local area and contrasting settlements and describe them and some activities that occur. • To make observations and describe the local area and the nearest green space. • To talk about a natural environment, naming its features using some key vocabulary. • The children to use an atlas to locate on a map four countries and capital cities of the UK.	• To identify a range of human environments, such as the local area and contrasting settlements (village and a city) and describe them and some of the activities that occur using key vocabulary. • The children can use, name, locate and identify the characteristics of the four countries and the capital cities of the UK and its surrounding seas on a map. • To name and locate the seven continents and five oceans on a global atlas.	• Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. • Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. (E.g. In a group, make a locational map quiz or puzzle for their class to test knowledge of key points and lines on the globe.) • Describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. • Locate continent, country, county, city/where you live. • Locate the UK's major urban areas; locate some physical environments in the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers.) • To recognise broad land-use patterns of the UK.	• Describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, and west) and the names of nearby counties. • Locate and describe some human and physical characteristics of the UK. • To explain some ways a biome (including oceans) is valuable and under threat from human activity and how they can be protected.	• To identify an important environment issue and to explain several threats to wildlife habitat. • To locate cities, countries and regions of Europe, North and South America on physical maps (including map and atlas). • To describe key physical and human characteristics and environmental regions of Europe and South America. • Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. • Relate continent, country, state, and city. Identify states in North America using a map. (E.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA. Describe the route.)	• To locate some cities, countries and regions of Europe and North and South America, physical and political maps. • To locate places studied in relation to the equator, the tropics of cancer and Capricorn, longitude and latitude and relate these to their time zones, climate, seasons and vegetation. • To locate and describe physical environments in the UK e.g. coastal and how they have changed with a focus on how Liverpool (any area, uk study) has changed. • To locate the UK urban areas, knowing their distinct characteristics and how these have changed over time. • To know and understand what life is like in cities and in villages.

Place knowledge	• The child knows about the local area and key landmarks e.g. the nearest local green space. • To identify seasonal and weather patterns in the UK. • To talk about the day to day weather and some of the features of the seasons of their locality. Shows awareness that the weather may vary in different parts of the UK and in different parts of the world. • Key physical features: beach, cliff, coast, forest, hill, mountain, sea. • Key human features: city, town, village, farm, house, shop.	• To know about the local area, locate the key landmarks and start to recognise the human and physical geography. • The children can describe which continent has significant hot or cold areas and relate these to the pole and the equator. • To make observations about, and describe the local area, the physical and human geography of Liverpool and a distant place (non-European country). Comparing how it is different and similar to their local place. • key physical features including (year one vocabulary): beach, cliff, coast, forest, hill, mountain, sea, (plus year 2) ocean, river, soil, valley, vegetation, season and weather. • key human features including (year one vocabulary): city, town, village, farm, shop, house (year two) factory, office, port and harbour.	• Describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. • Recognise different natural features such as a rainforest and describe it using a range of key vocabulary. • Describe how some physical processes can cause hazards to people. • Locate countries in Europe, and North and South America on a map or atlas. • Describe some European cities using an atlas. • To understand our food is grown in many different countries because of their climate. • Identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. • Recognise features and some activities that occur in different settlements using a range of key vocabulary. • Recognise the main land uses within urban areas and the key characteristics of rural areas. • Understand the basic physical and human geography of the UK and its contrasting human and physical environments' child can recognise that some regions are different from others. • Recognise that there are advantages and disadvantages of living in certain environments.	• Use simple geographical vocabulary to describe significant physical features and talk about how they change. • Describe a river and mountain environment in the UK, using appropriate geographical vocabulary. • Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. • Understand the physical and human geography of the UK and its contrasting human and physical environments. Explain why some regions are different from others. • Describe and compare similarities and differences between some regions in Europe and North or South America. • Understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special. • To understand that climate and vegetation are connected in an example of a biome e.g. tropical rainforest and the deserts. • To understand that animals and plants are adapted to the climate. • To describe a climate and understand how animals and plants are adapted to it. • To understand how mountain ranges are formed.	• To understand how human activity is influenced by climate and weather. • Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. • Identify and sequence a range of settlement sizes from a village to a city. • Describe the characteristics of settlements with different functions. • Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. • To know and understand what life is like in cities and villages.	• To describe what the climate of a region is like and how plants and animals are adapted to it. • To describe and understand a range of key physical processes and the resulting landscape features. • To understand our food is grown in many different countries because of their climate. • To relate climate to food production and to understand that our shopping choices have an effect on the lives of others. • To understand that products we use are imported as locally produced. • To understand where our energy and natural resources come from. • To describe some renewable and non-renewable sources. • To know where some of our main natural resources come from.

Map Skills	• To locate places on a map of the local area using locational and direction language (near and far; left and right). • To use aerial photos to identify features of a locality. • To draw a simple map. • To assist on keeping a weather chart using first hand observations using symbols.	• To use a UK map to locate the capital cities and the surrounding cities. • To use a world map, atlas and globe to recognise and name all seven continents and five oceans (identify that map and globe show the same thing). Locate the continents on a paper map. • To describe a local area using simple compass directions and locational and directional language (north, east, south, west). • To use aerial photos to identify physical and human features of a locality. • To draw a simple map with a basic key of place showing landmarks. (children can create their own symbols for their maps)	• Use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. • Use an atlas to locate where they live in the UK and the UK's major urban areas. • Use a simple letter and number grid direction instructions up to four compass points. Use large-scale maps outside. • Make a simple sketch map including symbols (os basic map symbols). • Identify location of the rainforests around the world. • Present information gathered in fieldwork using a simple graph and digital maps to identify familiar places. • Begin to use four-figure grid reference. • Make a map of a short route with features in the correct order and in the correct places. • Make a simple scale plan of a room.	• Use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK (comparison). • Use four-figure grid references. • Give direction instructions up to eight compass points. • Use large-scale maps outside. • Use a map or atlas to locate some countries and cities in Europe or North and South America. • Present information gathered in fieldwork using simple graphs. • Use the zoom function of a digital map to locate places. • To use maps at different scales and to recognise that contours show height.	• To use a range of maps to locate urban areas in the UK. • To make a sketch map with symbols. • To use digital maps to identify human and physical features. • To begin to use six figure references. • To use OS map symbols and atlas symbols. • Use a map to locate some states of the USA. • To use the eight points of a compass. • Describe high and slope from a map and the shape of the land from contour lines.	• To use physical and political maps, atlases and computer mapping to describe some key physical and human characteristics of Europe or north and South America. • To use globes and atlases to local places studied in relation to the equator, tropics of cancer and Capricorn and longitude and latitude. • To use six figure references with ease and accuracy. • To read and compare map scales- from large scale street maps to 1:50,000 maps. (benefits and disadvantages on various map scales) • Using a map, locate the Ring of fire and other places where important events have happened. • To use the eight points of a compass confidently and accurately.

Fieldwork skills	• 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 e.g. note taking, videoing, data collection, sketches, observations. • As a class to become meteorologists to create a rain gauge on the school grounds, Make a scale and measure the rain daily with recordings on a chart. (link with Maths and Science)	• Fieldwork to develop knowledge and understanding of the school and local area. • 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 – fieldwork in the local area/close proximity to the school e.g. the road, park, river, and shops. • Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement. • Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school. • Make an aerial plan/map of the school, drawing round different sized blocks.	• Introduce the 8 compass points and use them to explain/identify points on a map. • Fieldwork ideas: Chester - plan a trip to Chester include the main geographical features you would see identified with a key. • Take digital photographs of the main features of Chester and plot them on to a map to show the route round Chester, using coordinates to show where these key features (human and physical) are. • Make links with symbols and physical/human features.	• When studying rivers, visit the River Mersey. Talk about the trade route that this used to be and now. Children to make field notes/observational notes about the land there to be discussed at school when talking about the features of rivers. Children to take photos to support their notes. Look at the land use now and compare this to how it would have been (any river). • Cuerden Valley River Studies: Conduct a river study, explored the width of the river, depth, cleanliness and temperature. Children to sketch and label the different parts of the river as well as take photographs of surrounding areas to identify any other physical and human features.	• Visit to Liverpool City Centre (urban area) to identify human and physical features. • Children explore land uses within Liverpool. Make observations on human and physical features.	• Environmental geography Southport eco visitor- centre • Observe and present the human and physical features in an area using sketch maps, plans and digital technologies. • Report on the effects of environmental change on themselves and others.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary Progression					
Map, world map, United Kingdom, England, Liverpool, Childwall, Google Earth, Digimaps, locate, globe, street map, school, home, shops, directions, human features, physical features, village, town, city, boundary, photograph, differences, fieldwork, observation, local area, community, near, far, left, right, aerial view, environment. **Weather, changes, seasons, spring, summer, autumn, fall, winter, month, January, February, March, April, May, June, July, August, September, October, November, December, calendar, rain, sunshine, wind, fog, snow, hail, temperature, forecast, weather report, presenter, time, clothing, record, collect, data, make links, rain gauge, measure, similarities,** differences, **biomes, tropical, savanna, desert, aquatic biome, Great Barrier Reef.**	Map, globe, atlas, village, town, world, **county**, country, continent**, Merseyside,** city, Liverpool, **grid references,** Europe, Africa**, North America, South America, Antarctica, Oceania/Australia, Asia, Atlantic Ocean, Pacific Ocean, Southern Ocean, Arctic Ocean, Indian Ocean, equator, island, hot, cold,** physical features, human features, **animals**. Physical features, human features, **key, direction, compass, north, east, south, west,** map, **symbols**, aerial view, **bird's eye view**, **ground level view, perspective, plan,** environment, **survey, present,** school, landmark, map, **route**, **cartography, cartographer**, **scale, title**, local area.	**Chester**, England, **Ruthin,** Wales, town, city, **urban, rural,** physical features, human features, compass, north, east, south, west, **north west, north east, south east, south west,** grid references, map, **OS maps, OS symbols, changes over time,** digital maps, **directional and locational language,** measure, **distance,** scale, **sketch map, four-figure grid references, large scale maps,** locate, **identify, compare, route.** South America, **Amazon rainforest, climate**, equator, **tribe,** tropical**, rainforest,** northern hemisphere, southern hemisphere, **plants,** animals, **adaptation, emergent, canopy, forest floor, understory, dense, humidity, indigenous, uncontacted,** weather, **deforestation, species,** continent, country, **graph, rainfall, Tropics of Cancer, Tropics of Capricorn, Antarctic Circle, Arctic Circle, layers, habitat, endangered,** comparison **Awa tribe, advantages, disadvantages, WWF, palm oil, demand, mining, poaching, medicine, sustainable, natural features,** physical features, biome.	Biome, vegetation, region, **biodiversity**, Continents, Equator, Northern Hemisphere, Southern Hemisphere, **hot regions, cold regions,** temperature, climate, Savanna**, Tropical Grasslands,** Deserts, **Mediterranean, Shrublands, Scrublands, Temperate Deciduous Forests, Temperate Grasslands, Taiga, Coniferous Forests, Tundra,** Rainforests, aquatic biomes**, land biomes, Coral Reef, ecosystems, climate zone**, physical features, human features, animals, plants, adaptations, **food chains**, data, **interpret**, **threat**, **protect**, country, globe, map, atlases, **characteristics**, Europe, North America, South America, city, similarities, differences, digital maps, aerial view, compare, **valuable**, **climate change.**	Liverpool, urban area, rural area, land use, settlements, city, village, town, **function**, human features, physical features, OS map symbols, sketch map, North, South, East, West, North West, North East, South East, South West, route, measure, distance, characteristics, atlas, map, symbols. Physical features: (year one vocabulary): beach, cliff, coast, forest, hill, mountain, sea, (plus year 2) ocean, river, soil, valley, vegetation, season and weather. Human features: (year one vocabulary): city, town, village, farm, shop, house (year two) factory, office, port and harbour. **Longitude, latitude**, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Antarctic Circle, Artic Circle, Greenwich Meridian, North, East, South, West, grid references, climate zones, time zones, weather, climate, sphere, season, Polar, Arid, Mediterranean, Temperate, Tropical, precipitation, temperature, compare, interpret, data, digital maps, country, cities, globe, characteristics, vegetation, physical features, plants, animals, tectonic plates, **weather satellites, meteorologists, Geographic Information Systems (GIS),** North East, North West, South East, South West, atlas, states, continent, compare, **Great Plains, Tornado Alley**, United States of America.	Earthquake, natural disaster, **pressure, epicentre,** plate, plate boundary, f**ocus, energy, magnitude, seismometer, seismograph, seismologist, Shelterbox, Richter scale, Moment Magnitude scale, Mercalli scale, shake,** tsunami, flooding, landslides, avalanches, volcanic eruptions, **liquefaction, aftershock, short term, long term,** Ring of Fire, disaster, **destruction, evacuate, recover, relief, emergency, shelter,** damage, **convergent, divergent, transform,** six-figure grid references, north, east, south, west, north west north east, south west, south east, continent, country, city, **aid,** economy, human features, physical features, locational and directional language, measure, compare, danger, **earthquake drill,** digital maps, **San Andreas Fault.**

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Vocabulary Progression					
United Kingdom, **Scotland**, **Northern Ireland, Wales,** England, **London, Edinburgh, Cardiff, Belfast, country, capital city,** village, town, **landmark**, **island,** physical feature, human feature, **beach, cliff, coast, forest, hill, mountain, sea, farm,** house, shop, a**tlas,** map, similarities, differences, natural environment, **locate.**	Map, human features, physical features, **Zambia**, England, **Africa**, **Europe**, **Mugurameno Village, Woolton Village**, school, **vegetation**, city, **settlement**, weather, differences, similarities, **soil**, homes, **river**, season, farm, shop, **recycling**, **money, wildlife, positives, negatives, materials, provide, responsibility,** local area, animals, **digital maps**, **continent**, country.	**Trade, producer, partnership, industry, global,** environment, **developing world, coffee, crops, employ, export, imports,** factory, **Fair-trade, farmer, flour, machinery, fruit, wage, world market price, transport,** climate, **distribution, bananas, chocolate, cotton, plantation,** palm oil, **sugar, rice,** urban, rural, atlas, **food, globalisation, culture, sustainability,** physical features, human features, United Kingdom, Europe, Merseyside, Liverpool, North America, South America, Wales, England, Northern Ireland, Scotland, country, county, capital city, continent, north, east south, west, north east, north west, south east, south west, urban area, rural area, map, atlas, aerial view, comparison, physical environments, Equator, **Poles, Northern Hemisphere, Southern Hemisphere, region, global market, globe, positives, negatives, WTO, economy.** **Counties identified:** Merseyside, Greater Manchester, Cheshire, Greater London, City of London, West Midlands, Devon and Tyne and Wear. **Countries identified:** **Europe, N/S America:** El Salvador, France, Spain, Brazil, Russia, Costa Rica, Ivory Coast, New Zealand. Norway, Spain, Bulgaria, Northern California, Vancouver Island, British Columbia, Chile, Brazil.	Environment, **drinking water, rainfall, tributary, mouth, erosion, weathering, deposition, floods, tides, dams,** river, r**iver banks, ocean, channel, tributaries, meander, polar ice caps, mountain glacier, irrigation, flood plain, pollution, transport waterway, lake, waterfall, salt water, fresh water, source, disaster**, seas, u**pper course, lower cause, middle cause, stream, estuary, confluence, water cycle, evaporate, condenses, precipitation,** snow, human features, physical features, urban areas, city, digital map, changes over time, country, map, atlas, **humans**, animals, county, similarities, differences, United Kingdom, measure, compare, four-figure grid references, features, **rain fall**, positives, negatives, **Ocean Cleanup, human activity, sequence**, graph, data. **Counties identified:** Shropshire, Worcestershire, Gloucestershire, Staffordshire, Derbyshire, Leicestershire, Nottinghamshire, Lincolnshire, Yorkshire., Lancashire, Gloucestershire, Wiltshire, Oxfordshire, Berkshire, Buckinghamshire, Surrey, London, Kent, Essex. Cornwall. Bristol, Cumbria Dorset. **Countries identified:** Tanzania, Nepal, China, Argentina, Alaska, Russia, Indonesia. Australia, Germany, Colorado, Arizona, Brazil, Iceland, Russia. **Biomes identified:**	**Volcano,** tectonic plates, **boundaries, core, mantle, crust, magma, ash cloud, lava, central vent, eruption, side vent, friction, Pacific Ring of Fire,** North America, Europe, South America, map, atlas, **impact, composite volcanoes, stratovolcano, cinder cones, shield volcanoes, crater, geothermal, fertile,** earthquake, **appearance, structure, evacuate, layers, dormant, extinct, active, natural hazard,** region, continent, country, city, environment, natural disaster, forces of nature, **rocks**, **six-figure grid references,** human features, physical features, north, east, south, west, north west, north east, south east, south west, aerial view. **Urban areas/counties:** West Yorkshire, City of Glasgow (Greater Glasgow), Northamptonshire, Cambridgeshire, Colchester (Essex county), Bedfordshire. **Volcanoes and regions:** Popocatépetl – Mexico, Latin America Eyjafjallajökull – Iceland, Northern Europe Soufrière -Caribbean. Mauna Loa, Hawaii, Western United States. Mount Etna – Italy, Southern Europe Mount St Helens –Washington State, Pacific Northwest Region Mount Vesuvius – Italy, Southern Europe	**Renewable, non-renewable, fossil fuels**, energy, environment, **environmental sustainability, natural resources,** physical features, human features, **coil, oil, gas, solar energy, wind energy, hydro energy, tidal energy, geothermal energy, biomass energy,** rocks, water, **minerals,** soils, animals, six-figure grid references, digital maps, maps, aerial view, locality, OS maps, urban area, city, climate change, data, **energy source**, graphs, tables.

			Aquatic biomes – Great Barrier Reef. Germany – temperate deciduous forest. Rocky Mountains of Colorado – Tundra Arizona – Desert. Tropical Rainforest – Brazil. Arctic Tundra biome – Iceland. Russia – multiple. **Regions identified:** Northern Europe Rocky Mountains Amazon River Basin	**Major cities located:** London, Paris, New York, Tokyo, Shanghai, Moscow, Cairo, Los Angeles, Wuhan, Berlin.	

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Vocabulary Progression					

			United Kingdom, county, urban area, north, east, south, west, north west, north east, south east, south west, environment, **crust, contour lines, landform**, features, **mantle, type, summit, snow line,** climate, f**ire mountains, ridges, valley, sediment, tectonic plates, formation, peak, volcano, collision, dome mountains, cliff faces, slope, scree, altitude, appearance, fold mountains, fault-block mountains,** hill, continent, s**teep, tree-line, avalanche, glacier, landscape, oxygen,** country, large scale maps, compass, **mountain, mountain ranges,** digital maps, locate, changes over time, four-figure grid references, **Seven Summits, height,** temperature, graph, **table**, compare.		United Kingdom, I**celand**, North America, North West, South Iceland, Great Plains**, political maps,** physical maps, **topographical maps,** city, country, region, continent, equator, Tropics of Cancer, Tropics of Capricorn, longitude, latitude, climate, season, vegetation, agriculture, time zones, village, physical environments, changes over time, urban areas, characteristics, plants, animals, adaptation, mountains, rivers, food, production, growth, human features, physical features, globe, atlas, scale, six-figure grid references, advantages, disadvantages, comparison, **mountainous, glaciers,** rivers, **coastal waters,** island, volcanoes, **hot springs**, lava flow, **sandy terrain,** coral reefs, biomes, green space, hills, coasts, national parks, **Venn diagram, human intervention,** digital maps, symbol, key, **map colours**, similarities, differences, compare.