Apley Wood Primary Academy Geography Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum *Pupils should be taught:*	*Children at the expected level of development will:* • *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.* • *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*	***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 United Kingdom and its surrounding seas* ***Place knowledge*** • *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country* ***Human and physical geography*** • *identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles* • *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* *- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop* ***Geographical skills and fieldwork*** • *use world maps, atlases and globes to identify the United Kingdom 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 [for example, near and far; left and right], to describe the location of features and routes on a map* • *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 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.*		***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* • *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 geography*** • *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 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* ***Geographical skills and fieldwork*** • *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* • *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.*		

By the end of the year, children should know…

Year group	Autumn	Spring	Summer
Year 1	**Home Sweet Home**	**London's Calling**	**Whirling Weather**
	Name and locate local town. Know and describe the human and physical geography of a small area of the United Kingdom. Know basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,	Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas Know the flags and capital cities of all 4 UK countries. Know and describe the human and physical features of London	Know the characteristics of seasonal/daily weather patterns in the UK Understand and use the term meteorologist. Locate hot and cold areas of the UK. Know basic Geographical vocabulary and symbols to refer to different

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	valley, vegetation, season, weather) and human features of their school and local area (inc city, town, village, factory, farm, house, office, port, harbour, shop)	Recognise London landmarks.	types of weather.
Vocabulary	Ariel view Birds eye view Capital city Country flag Great Britain Human features Key Map Physical features Points of a compass Sea Symbols United Kingdom	Architect Cathedral Direction Grid Landmark Position Rural Satellite map Urban	Autumn Globe Meteorologist Seasons Spring Summer Temperature Thermometer Weather Winter
Year 2	**You're in Europe**	**Wonderful World**	**Coming to Kenya**
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Know the different cultures, traditions and celebrations of the UK. Name and locate the continent of Europe and the countries that it is made up of. Know and describe the human and physical features of Europe.	Name and locate the world's seven continents and five oceans. Understand how the world's population is distributed across the continents. Name and locate the equator and poles. Know hot and cold areas of the world in relation to the equator and the North and South poles.	Understand geographical similarities and differences through studying the human and physical geography of the local area and Kenya (Non-European country) Know basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) within the U.K and a non-European country. Name and describe different methods of international travel.
Vocabulary	Atlas Border Continent Culture Europe Famous Language Nation Perspective Society Tourism	Boundary Equator Hemisphere Inhabitant Marine Ocean Pole Population Terrestrial	Climate Compare Contrast Coordinates Diet Differences Field work Legend Ordnance Survey Similarities Transport Unique
Year 3	**Countries, Counties and Cities to See**	**What's beneath our feet**	**Shakes and Quakes**
	Name and locate countries and cities of the UK and within Europe identifying human and physical characteristics Types of settlements in modern Britain: villages, towns, cities Name and locate geographical regions and their identifying human and physical characteristics Name and locate European countries.	Describe and understand key aspects of: Physical geography including layers of the earth, volcanoes and looking at plate tectonics and the ring of fire. Describe the impact of volcanos. Name and locate the key topographical features within geographical regions including mountains and rivers. Understand how these features have changed over time.	Describe and understand key aspects of: Physical geography including layers of the earth, earthquakes, tsunamis and looking at plate tectonics and the ring of fire. Describe the impact of earthquakes. Name and locate the key topographical features within geographical regions including mountains and rivers. Understand how these features have changed over time.

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Vocabulary	Accent Council County Dialect Foreign Lake Loch Mountain Region Scale Valley	Active Continental drift Convergent Core Crust Divergent Dormant Earthquake Extinct Landmass Magma Mantle Pangea Tectonic plates Tsunami Volcano	Aftermath Epicentre Friction Richter scale Seismologist Tremor
Year 4	**Moving Mountains**	**Spectacular Spain**	**Amazing Amazon**
	Name and locate mountain ranges around the world. Know different mountain types. Know the animals and vegetation found in mountainous regions. Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; coasts, rivers and the water cycle including transpiration Describe the positive and negative effects of tourism in mountainous regions.	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK, and a region of Europe Know their environmental regions and key physical characteristics Know basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) within the U.K and European country.	Name and locate countries and major cities in South America. Know the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Describe and understand key aspects of weather and climate zones in the UK and Amazon Rainforest. Name and understand the layers of the rainforest. Describe and understand the pressures placed upon the rainforest.
Vocabulary	Adaptation Agricultural Altitude Avalanche Condensation Contour Evaporation Fauna Flora Gradient Peak Precipitation Reservoirs Vapour Vegetation	Currency Customs Exchange Export Import Topography Trade Tropical	Deforestation Emergent Impact Latitude Longitude Rainforest Tropic of Cancer Tropic of Capricorn
Year 5	**Rivers**	**Cool Coasts**	**Field to Fork**
	Name and locate major rivers around the world Know key topographical features in rivers – formation, erosion and deposition.	Name countries around the world. Know key topographical features in coasts– beaches, erosion, caves, arches and stacks	Name and locate different climate zones around the world. Describe and understand different types of farming, its challenges and the impact of weather on crops and cattle.

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	Types of settlements along a river Know and describe the human and physical features of the River Severn and the Mississippi	Know geographical features of coastal settlements. Describe and understand the effects of tourism on coastal towns. Describe how coastal areas have changed over time.	Describe how and where food comes from – organic and use of pesticides. Know significant differences and similarities of a region in UK with a region in N. or S. America E.g., Link to Fairtrade of bananas in St Lucia (see Geography.org etc. for free and commercially available packs on St Lucia focussing on Geography). Know the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade).
Vocabulary	Current Deposition Erosion Estuary Meander Mouth River Settlement Source Tributary	Arches Bay Cliff Coast Economy Headland Inland Pollution Process Recreation Stacks Tide	Abattoir Arable Fairtrade Harvest International Meridian Organic Pesticides Produce Retailer Sow Time zone
Year 6	**Green Planet**	**Blue Planet**	**Overheating World**
	Describe and understand key aspects of biomes and vegetation belts. Know and identify key topographical features (in hills, mountains, coasts and rivers) Name and locate geographical regions and their identifying human and physical characteristics Know their human characteristics, countries and other major cities.	Describe and understand the layers and characteristics of the ocean. Understand how marine species adapt to their environment. Understand the impact of overfishing in the UK. Explain the dangers of pollution on marine life and other creatures.	Describe and understand the causes and effects of global warming. Understand the importance and distribution of natural resources focussing on energy Understand the impact of non-renewable energy sources on the climate Understand how waste and land use can impact the environment. Know where the main countries in Africa, Asia and Australasia/Oceania are on a world map. Know their main environmental regions, key physical and human characteristics, and major cities.
Vocabulary	Arid Biomes Evolution Grassland Rainforest Savannah Temperate	Algae Anemone Bioluminescent Coral Environmentalist Mariana Trench Midnight zone	Consumption Fossil fuel Fuel Global warming Greenhouse effect Greenhouse gases Non-renewable energy

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	Tundra Vegetation belts Woodland		Plankton Sunlight zone[1] The Abyss Trenches Twilight zone		Nuclear Polar ice caps Renewable energy		
Locational Knowledge	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (3 – 4)	Name and locate local town on a map of the United Kingdom Understand that they live in England which is a country within the United Kingdom Understand that the United Kingdom is made up of four different countries and identify each countries own flag and capital city Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas Know that the Republic of Ireland is not a country of the United Kingdom	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Understand that the United Kingdom is within Europe Understand that the world is made up of seven different continents Understand that continents are made up of multiples countries Be able to name and locate the world's seven continents and five oceans. Understand that Oceans have multiple seas within them (linking to work done on seas surrounding UK)	Name and locate countries and major cities of the UK and Europe (inc the location of Russia) identifying human and physical characteristics Locate and name the main counties and cities of the UK Locate and name main landmarks and physical features of the UK (Stonehenge, Edinburgh Castle, River Severn, Ben Nevis etc.) Compare populations within the United Kingdom Use the eight points of a compass to describe the locations of countries Understand that different countries within Europe have varied populations and speak different languages Name and locate geographical regions and their identifying human and physical characteristics (famous European landmarks)	Name and locate countries and major states and cities in South America Use the eight points of a compass to describe the locations of countries Identify their environmental regions/ cities, key physical and human characteristics Understand that the population density is different in particular parts of the country (urban and rural) Understand the differences and changes in land use and patterns overtime within a particular region of South America, taking into account economic and environmental impact. Understand why particular areas of land are more suited to agricultural use. Identify key topographical features within parts of Europe (in hills, mountains, coasts and rivers) and name and locate main mountain ranges. Name, locate and understand the significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, the Tropic of Capricorn	On a world map, locate countries. Name and locate countries and major states and cities in North and South America Use the eight points of a compass to describe the locations of countries Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day Understand why particular areas of land are more suited to building cities or for agricultural use and why people settled in particular areas – link to rivers, coastline etc.) Describe and explain river formation and key features of river systems Name, locate and describe a local river and understand how it has changed over time. Name, locate and describe some of the world's major rivers. Name, locate and understand the significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, the Tropic of Capricorn, latitude and	On a world map, locate the countries. Use the eight points of a compass to describe the locations of countries Identify their main environmental regions, key physical and human characteristics, and major cities. Name and locate the key topographical features within the geographical regions of the U.K including coast, features of erosion, hills, mountain ranges and rivers. Understand how these features have changed over time. Name, locate and understand the significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, the Tropic of Capricorn, latitude and longitude, and different climate zones.

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						longitude, and different climate zones. Identify differences within average temperature and rainfall at different lines of latitude. Compare climate zones and discuss how they are dependent on their location on Earth Compare the land use in contrasting areas of the U.K and how it has changed over time.	
Place Knowledge	Talk about what they see, using a wide range of vocabulary. (3 – 4) Know some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.	Observe and describe the human and physical geography of a small area of the United Kingdom. Identify human and physical geographical features outlined in section below – including Identify famous buildings within a place in the U.K Identify different types of buildings Identify why people might visit the place Identify famous landmarks and areas of interest	Understand geographical similarities and differences through studying the human and physical geography of a place within the United Kingdom, and of a place in a non-European country. Compare the climate and temperature of the contrasting places Identify the similarities and differences between the buildings in both places Identify why people might like to visit both these places and begin to identify similarities and differences Identify the similarities and differences in the types of transport used in both places Compare societies of both places in terms of language and food they eat	Compare the specific types of tourism in the UK and why people visit them Identify reasons for differences in buildings, accents, population and food within the UK	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK, and a region of Europe and a region of the UK and a region of North or South America Compare the specific types of tourism in both regions and why people visit them Compare the societies of both places in terms of language, the food they eat and the leisure activities they do Understand that tourism effects particular places and that it may be seasonal Compare the climate zones of both regions or places and how they can vary and affect land use and settlements (example North America has varied climates; it is colder in the North of England etc.) Identify famous landmarks and locations within the region (example Golden Gate Bridge, New Forest etc.)	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Identify reasons for differences in buildings and types of transport within regions (population, land use etc.) Understand some of the reasons for physical and human similarities and differences within particular regions and how it has changed over time Understand the links between climate and tourism and how and why this influences people's decision to visit a place Compare the climate zones of both regions or places and how they can vary and affect land use and settlements (example North America has varied climates; it is colder in the North of England etc.) Identify areas within a particular region or place that generate the most tourism and explain reasons why (London in the U.K or the Greek Islands for	Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g., Link to Fairtrade of bananas in St Lucia Understand some of the reasons for physical and human similarities and differences within particular regions and how it has changed over time Identify the impacts of fair trade within regions and how changes around the world such as Brexit, famine, war etc. can affect trade links Understand the impact of events within a region on their tourism (example – war, weather, global issues etc.) Identify how physical features affect human activity within a region or place and ways in which this has changed over time (technology allowing better access, transport links etc.) Identify the countries and regions that surround the place of study

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					Compare the societies of both places in terms of language, the food they eat and the leisure activities they do	instance) Examine infrastructure of places and why things such as transport systems vary Identify the key trade within both regions and how it is similar/different Identify how trade within the regions has changed over time and whether it is more or less prevalent that in the past Identify how physical features affect human activity within a region or place Identify the countries and regions that surround the place of study Compare the societies of both places in terms of language, the food they eat, the leisure activities they do, wealth distribution, economic prosperity, access to health care, schooling etc.	Compare the societies of both places in terms of language, the food they eat and the leisure activities they do, wealth distribution, economic prosperity, access to health care, schooling etc.
Human and Physical Geography	Understand the effect of changing seasons on the natural world around them	Identify seasonal/daily weather patterns in the UK Weather changes with the 4 seasons and from one day to the next Locate hot and cold areas of the UK Use basic Geographical vocabulary to refer to key physical features	Identify the characteristics of seasonal/daily weather patterns in the UK Locate hot and cold areas of the world in relation to the equator and the North and South poles. Use basic Geographical vocabulary to refer to key physical and human features	Describe and understand key aspects of physical geography, including plate tectonics, tsunamis, volcanos and earthquakes. Describe and understand key aspects of human geography, including impact of tsunamis, volcanic eruptions and earthquakes e.g., predictions through comparisons of volcano locations and time periods.	Describe and understand key aspects of physical geography, including: mountains and their climate, animals, biomes and the water cycle Describe and understand key aspects of human geography, including types of settlement and land use.	Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). Describe and understand key aspects of rivers, coasts, vegetation belts and climate zones. Describe and understand key aspects of human geography, including land use and economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.	Understand how climate and vegetation are connected in biomes (e.g., the tropical rainforest and the desert). Describe different biomes and how plants and animals are adapted to them. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand how food production is influenced by climate and biomes. Understand the basic process of global warming, its causes, implications and

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							changes required.
Skills and field work	Draw information from a simple map Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Use world maps and atlases to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Use locational and directional language Use photographs to recognise landmarks and basic human and physical features Devise simple picture maps. Use simple fieldwork and observational skills to study the geography of their school and the local area	Use maps, atlases and globes to identify the continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use compass points to describe the continents in relation to each other Devise a simple map; and use and construct basic symbols in a key. Use fieldwork and observational skills to study the key human and physical features	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, and four-figure grid references. Use fieldwork to observe, measure and record the human and physical features in our county 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 (to build their knowledge of the United Kingdom and the wider world.) 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 and lines of longitude and latitude) 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 studied. 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.