

# Allanson Street Primary School – Geography Progression Document



<p><b>Nursery</b></p>	<p>Make observations about their local environment e.g. classroom, home, allotment, farm.                  Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow.                  Name simple features e.g. trees, ground, wall, grass, road.                  Begin to use directional language e.g. next to, in front of, behind.                  Create own aerial views of imaginary worlds.</p>					
<p><b>Reception</b></p>	<p>Identify and describe features in the local environment e.g. church, farm, supermarket, seaside.                  Use and create own maps and aerial images to talk about everyday life e.g. where they live, journeys to school.                  Observe and describe daily weather patterns.                  Talk about and describe people and places in the local area, including similarities and differences between places.                  Visit different parts of the local community throughout the year to observe changes to develop a sense of place.</p>					
<p><b>LOCATIONAL AND PLACE KNOWLEDGE</b></p> <p><b>The local area, UK, and the world.</b></p> <p><b>*see Vocabulary document</b></p>	<p><b>Year 1</b></p> <p>Know about the <b>local area</b> and can name key landmarks.</p> <p>Use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Identify the position of the poles and the equator</p> <p>Identify and describe human and physical features using key vocabulary*.</p>	<p><b>Year 2</b></p> <p>Recall the location of: UK countries, capital cities and seas</p> <p>Compare the local area with a coastal resort., naming and locating key landmarks</p> <p>Can name and locate the seven continents and five oceans on a globe or atlas.</p> <p>Identify and describe human and physical features using key vocabulary*.</p>	<p><b>Year 3</b></p> <p>Recall the location of: UK countries, capital cities and seas Continents and oceans.</p> <p>To know there are 9 regions and name some counties and cities; locate where they live in the UK.</p> <p>Locate Merseyside’s urban and rural areas and the River Mersey.</p> <p>Name and locate Mount Kilimanjaro on a world map.</p> <p>Identify and describe human and physical features using key vocabulary*.</p>	<p><b>Year 4</b></p> <p>Recall the location of: UK countries, capital cities and seas Continents and oceans Some regions, counties and cities using 8-point compass directions.</p> <p>Name and locate 5 countries in Europe.</p> <p>Locate and describe some human and physical characteristics of European countries and cities.</p> <p>Identify and describe human and physical features using key vocabulary*.</p>	<p><b>Year 5</b></p> <p>Recall the location of: UK countries, capital cities and seas Continents and oceans Some regions, counties and cities using 8-point compass directions. 5 European countries</p> <p>Name and locate 5 countries in North America.</p> <p>Name and locate the 5 environmental regions of North America.</p> <p>Identify locations of different climate zones, biomes and vegetation belts across the world.</p> <p>Name and locate rivers in the UK and across the world, including the River Mersey.</p> <p>Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn,</p> <p>Identify and describe human and physical features using key vocabulary*.</p>	<p><b>Year 6</b></p> <p>Recall the location of: UK countries, capital cities and seas Continents and oceans Some regions, counties and cities using 8-point compass directions. 5 European countries 5 North American countries 5 World Rivers</p> <p>Name and locate 5 countries in South America.</p> <p>Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p> <p>Identify and describe human and physical features using key vocabulary*.</p>

<p><b>HUMAN AND PHYSICAL GEOGRAPHY</b></p>	<p>Talks about a human environment, such as the <b>local area</b> or a UK city, naming some features using some key vocabulary.</p> <p>Talks about a natural environment, naming its features using some key vocabulary.</p> <p>Talks about the day-to-day weather and some of the features of the seasons in their locality.</p> <p>Aware that the weather may vary in different parts of the UK and in different parts of the world.</p>	<p>Identify a range of human environments, such as the <b>local area</b> and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.</p> <p>Recognise a natural environment and describe it using key vocabulary.</p>	<p>Identify human features of areas in the UK.</p> <p>Recognise the main land uses within urban areas over time, and the key characteristics of rural areas.</p> <p>Understand the basic <b>physical and human geography</b> of the UK and its contrasting human and physical environments.</p> <p>Recognise that some regions are different from others.</p> <p>Recognise different natural features such as a mountain and describe them using a range of key vocabulary.</p> <p>Understand the characteristics of a mountain <b>region</b>.</p>	<p>Describe the characteristics of settlements with different functions, e.g., coastal towns.</p> <p>Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p> <p>Understand how physical <b>processes</b> can cause hazards to people.</p> <p>Describe some advantages and disadvantages of living in hazard-prone areas in relation to volcanoes and earthquakes.</p>	<p>Explain some ways a biome is valuable and under threat from human activity.</p> <p>Understand hazards from physical environments such as hurricanes in coastal regions.</p> <p>Indicate all climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>Understand how climate and vegetation are connected in <b>biomes</b></p> <p>Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>Identify the physical characteristics of a river.</p> <p>Describe the water cycle in sequence, using appropriate vocabulary.</p>	<p>Know the journey of how one product gets into our homes in detail.</p> <p>Know where some of our main natural resources come from.</p> <p>Understand that products we use are imported as well as locally produced.</p> <p>Explain how the types of industry in the area have changed over time.</p> <p>Understand where our energy and natural resources come from.</p> <p>Understand how food production is influenced by climate.</p>
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<p><b>MAP SKILLS</b></p>	<p><b>Using maps</b> Use a simple picture map to move around the school.</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike.</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p><b>Map knowledge</b> Use maps to locate the four countries and capital cities of the UK and its surrounding seas.</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles.</p> <p><b>Making maps</b> Draw basic maps, including appropriate symbols and pictures to represent places or features.</p> <p>Use photographs and maps to identify features.</p>	<p><b>Using maps</b> Follow a route on a map.</p> <p>Use simple compass directions (North, South, East, West).</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p><b>Map knowledge</b> Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Locate and name Kenya on a world map.</p> <p><b>Making maps</b> Draw or make a map of real or imaginary places.</p> <p>Use and construct basic symbols in a key.</p>	<p><b>Using maps</b> Follow a route on a map with some accuracy.</p> <p>Locate places using a range of maps including OS &amp; digital.</p> <p>Use maps to identify land-use over time.</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map.</p> <p><b>Map knowledge</b> Locate the UK on a variety of different scale maps.</p> <p>Name &amp; locate regions, counties and cities of the UK.</p> <p><b>Making maps</b> Recognise 10 OS map symbols.</p> <p>Make a map of a short route experience, with features in current order.</p> <p>Use standard symbols and understand the importance of a key.</p>	<p><b>Using maps</b> Follow a route on a large-scale map.</p> <p>Locate places on a range of maps (variety of scales).</p> <p>Identify features on an aerial photograph, digital or computer map.</p> <p>Use 8 figure compass and four figure grid references to identify features on a map.</p> <p><b>Map knowledge</b> Locate Europe on a large-scale map or globe.</p> <p>Name and locate countries in Europe and their capitals cities.</p> <p><b>Making maps</b> Recognise and use 15 OS map symbols, including completion of a key and understanding why it is important.</p> <p>Draw a sketch map from a high viewpoint</p>	<p><b>Using maps</b> Compare maps with aerial photographs.</p> <p>Begin to use atlases to find out other information (e.g. temperature).</p> <p>Find and recognise places on maps of different scales.</p> <p>Use 8 figure compasses and begin to use 6 figure grid references.</p> <p><b>Map knowledge</b> Locate North America on a large-scale map or globe.</p> <p>Name and locate countries in North America and their capital cities.</p> <p><b>Making maps</b> Use and recognise 20 OS map symbols.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key.</p>	<p><b>Using maps</b> Follow a short route on a OS map.</p> <p>Describe the features shown on an OS map.</p> <p>Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately.</p> <p>Use lines of longitude and latitude on maps.</p> <p><b>Map knowledge</b> Locate South America on a large-scale map or globe.</p> <p>Name and locate countries in South America and their capital cities.</p> <p><b>Making maps</b> Use and recognise 25 OS map symbols.</p> <p>Draw plans of increasing complexity.</p> <p>Begin to use and recognise atlas symbols.</p>
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<b>GEOGRAPHICAL SKILLS AND ENQUIRY</b>  <b>FIELDWORK</b>	<p>Use basic observational skills.</p> <p>Carry out a small survey of the local area/school.</p> <p>Draw simple features.</p> <p>Ask and respond to basic geographical questions.</p> <p>Ask a familiar person prepared questions.</p> <p>Use a pro-forma to collect data e.g., tally survey.</p> <p>Sketching.</p> <p>Create plans and raw simple features in their familiar environment.</p> <p>Add labels onto a sketch map, map or photograph of features.</p> <p>Audio/Visual recording.</p> <p>Recognise a photo or a video as a record of what has been seen or heard.</p> <p>Use a camera in the field to help to record what is seen.</p>		<p>Gather information.</p> <p>Ask geographical questions.</p> <p>Use a simple database to present findings from fieldwork.</p> <p>Record findings from fieldtrips.</p> <p>Use a database to present findings.</p> <p>Use appropriate terminology.</p> <p>Sketching.</p> <p>Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction.</p> <p>Audio/Visual recording.</p> <p>Select views to photograph.</p> <p>Add titles and labels giving date and location information.</p> <p>Consider how photos provide useful evidence use a camera independently.</p> <p>Locate position of a photo on a map.</p>		<p>Gather information.</p> <p>Select appropriate methods for data collection such as interviews.</p> <p>Use a database to interrogate/amend information collected.</p> <p>Use graphs to display data collected.</p> <p>Evaluate the quality of evidence collected and suggest improvements.</p> <p>Sketching.</p> <p>Evaluate their sketch against set criteria and improve it.</p> <p>Use sketches as evidence in an investigation.</p> <p>Select field sketching from a variety of techniques.</p> <p>Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Audio/Visual recording.</p> <p>Make a judgement about the best angle or viewpoint when taking an image or completing a sketch.</p> <p>Use photographic evidence in their investigations.</p> <p>Evaluate the usefulness of the images.</p>	