



Brookdale Primary School

Geography Whole School Progression Map

	Year 1	Year 2
Place Knowledge	<ul style="list-style-type: none">• Name, describe & compare familiar places• Link homes with other places in the local community• Compare town, city, countryside and coast	<ul style="list-style-type: none">• 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 e.g. Galapagos, Hilbre Island
Location Knowledge	<ul style="list-style-type: none">• Understand how some places are linked to other places e.g. roads, trains.• Name and locate four countries and capital cities of the UK.	<ul style="list-style-type: none">• Name and locate the world's seven continents and five oceans.
Human and Physical Geography	<ul style="list-style-type: none">• Describe seasonal weather changes• Begin to use simple geographical vocabulary to describe the local area including the school, Greasby and Wirral.	<ul style="list-style-type: none">• Identify 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• Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills & Fieldwork	<ul style="list-style-type: none"> • Teacher led enquiries, to ask and respond to simple closed questions. • Use non-fiction books, stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings • Make observations about where things are e.g. within school or local area. • Observe seasonal and daily weather patterns. 	<ul style="list-style-type: none"> • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use non-fiction 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.
Mapping	<ul style="list-style-type: none"> • Follow directions (Up, down, left/right, forwards/backwards) • Draw picture maps of imaginary places and from stories. • Use own symbols on imaginary map. • Use a simple picture map to move around the school; • Recognise that it is about a places • Use relative vocabulary (e.g. bigger/smaller, like/dislike) • Draw around objects to make a plan. • Learn names of some places within/around the UK. e.g. home town, cities, countries e.g. Wales, France. • Use picture maps and globes. 	<ul style="list-style-type: none"> • Follow directions (up, down, left/right, forwards/backwards,). Children taught concepts of North, East, South, West. • Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) • Begin to understand the need for a key. • Use class agreed symbols to make a simple key. • Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places. • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) • Look down on objects to make a plan view map. • Locate and name on UK map major features e.g. London, River Thames, home location, seas. • Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas

	Year 3	Year 4
Place Knowledge	<ul style="list-style-type: none"> • Compare a region of the UK with a region in Europe • Volcanoes and Earthquakes 	<ul style="list-style-type: none"> • Compare a region in UK with a region S. America with significant differences and similarities. Eg. Link to Fairtrade
Location Knowledge	<ul style="list-style-type: none"> • Locate and name the continents on a World Map. • Locate the main countries of Europe inc. Russia. • Identify capital cities of Europe. • Locate and name the countries making up the British Isles, with their capital cities. • Locate and name the main counties and cities in/around Merseyside. • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. 	<ul style="list-style-type: none"> • On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. • Locate the main countries in South America. Locate and name principal cities • Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day
Human and Physical Geography	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography including Rivers and the water cycle • Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. • Types of settlements in Early Britain linked to History. Why did early people choose to settle there? 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) • Human geography including trade between UK and Europe and ROW • Fair/unfair distribution of resources (Fairtrade). • Human geography including trade links in the Pre-roman and Roman era.
Geographical Skills & Fieldwork	<ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use non-fiction 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. 	<ul style="list-style-type: none"> • 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

Mapping

- Use 4 compass points to follow/give directions:
 - Use letter/no. co-ordinates to locate features on a map.
 - Make a map of a short route experienced, with features in correct order.
 - Try to make a simple scale drawing.
 - Know why a key is needed.
 - Use standard symbols.
 - Locate places on larger scale maps e.g. map of Europe.
 - Follow a route on a map with some accuracy. (e.g. whilst orienteering)
 - Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)
 - Begin to draw a sketch map from a high view point.
 - Begin to identify points on maps A,B and C
 - Use large scale OS maps.
 - Begin to use map sites on internet.
 - Begin to use junior atlases.
 - Begin to identify features on aerial/oblique photographs.
- Use 4 compass points well
 - Begin to use 8 compass points;
 - Use letter/no. co-ordinates to locate features on a map confidently.
- Make a map of a short route experienced, with features in correct order.
 - Make a simple scale drawing.
- Know why a key is needed.
 - Begin to recognise symbols on an OS map.
 - Locate places on large scale maps, (e.g. Find UK or India on globe)
 - Follow a route on a large scale map.
 - Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)
 - Draw a sketch map from a high view point
 - Begin to identify significant places and environments
 - Use large and medium scale OS maps
 - Use junior atlases.
 - Use map sites on internet
 - Identify features on aerial/oblique photographs

	Year 5	Year 6
Place Knowledge	<ul style="list-style-type: none"> Local mountain areas Mountains and volcanoes in the wider world. The Kingdom Of England (History link) 	<ul style="list-style-type: none"> The wider world, trade routes, natural resources, e.g. Africa linked to Benin or other world history topic <u>or</u> through study of environmental issue <u>or</u> South America (or Central America as a sub-continent) linked to the Mayans c. AD 900
Location Knowledge	<ul style="list-style-type: none"> Compare 2 different mountain/hill regions in UK and local areas Locate and name the main counties and cities in England. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Linking with History, compare land use maps of UK from past with the present, focusing on land use. On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Identify longest rivers in the world, largest deserts, highest mountains. 	<ul style="list-style-type: none"> Map how land use has changed in local area over time – River Mersey and Liverpool On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.
Human and Physical Geography	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Mountains Different environments and habitats Types of settlements in Viking, Saxon Britain linked to History. 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Development of cities and/or civilisations Distribution of natural resources focussing on energy

Geographical Skills & Fieldwork	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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
Mapping	<ul style="list-style-type: none"> ● Use 8 compass points; ● Begin to use 4 figure coordinates to locate features on a map. ● Begin to draw a variety of thematic maps based on their own data. ● Draw a sketch map using symbols and a key; ● Use/recognise OS map symbols. ● Compare maps with aerial photographs. ● Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) ● Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) ● Measure straight line distance on a plan. ● Find/recognise places on maps of different scales. (E.g. river Nile.) ● Draw a plan view map with some accuracy. ● Identify significant places and environments ● Use index and contents page within atlases. ● Use medium scale land ranger OS maps. 	<ul style="list-style-type: none"> ● Use 8 compass points confidently and accurately; ● Use 4 figure coordinates to locate features on a map ● Begin to use 6 figure grid refs; ● Use latitude and longitude on atlas maps ● Draw a variety of thematic maps based on their own data. ● Begin to draw plans of increasing complexity ● Use/recognise OS map symbols; ● Use atlas symbols ● 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. (e.g. mountain regions, weather patterns) ● Use a scale to measure distances. ● Draw/use maps and plans at a range of scales. ● Draw a plan view map with accurately. ● Confidently identify significant places and environments ● Use OS maps. ● Confidently use an atlas. ● Recognise world map as a flattened globe.

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