

Understanding of the World (EYFS)

Geography (KS1/KS2)

Progression Map



		Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Autumn	Title and Objectives	<p>My Home</p> <p>Shows interest in different occupations.</p> <p>Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos.</p>	<p>My Community</p> <p>Talks about members of his/her immediate family and community.</p> <p>Names and describes people who are familiar to him/her.</p> <p>Is able to draw information from a simple map.</p>	<p>Hadston</p> <p>Location knowledge</p> <p>I can recognise similarities and differences in my immediate environment.</p> <p>Place knowledge</p> <p>I can talk about where I live.</p> <p>I can talk about my home and family.</p> <p>I can talk about and find my way around school showing an awareness of where things belong and the people within the school.</p> <p>Autumn</p> <p>I can talk about the seasons and identify how they change.</p> <p>Geographical skills and fieldwork</p> <p>I can develop maps of the local area.</p> <p>I can say where the shops are in Hadston.</p> <p>I can draw journeys that i go on.</p>	<p>Morpeth and Newcastle</p> <p>Location knowledge</p> <p>I can name the surrounding seas of the United Kingdom</p> <p>I can name the countries making up the British Isles</p> <p>I can locate the four countries which make the British Isle</p> <p>Human and Physical geography</p> <p>I can compare and contrast two British localities</p> <p>Geographical skills fieldwork</p> <p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the four points of a compass</p> <p>I can 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</p>	<p>Volcanoes</p> <p>Volcanoes: Show what you know</p> <p>To explore what happens when a volcano erupts</p> <p>To explore the features of volcanoes.</p> <p>To understand what tectonic plates are and what the 'ring of fire' is.</p> <p>To explore life in volcanic areas.</p> <p>To compare a volcanic area to a non-volcanic area.</p> <p>To be able to show what you have learnt about volcanoes.</p>	<p>Rivers and the water cycle</p> <p>The River Nile</p> <p>I can describe the location and features of the River Nile.</p> <p>I can describe the journey of the River Nile from source to mouth.</p> <p>I can find out the positive and negative effects of the Aswan High Dam on the River Nile.</p> <p>I can explore the physical and human geography of the Nile Delta.</p> <p>I can explore uses for the River Nile and how these have changed over time.</p> <p>I can describe in detail a journey up the River Nile in Egypt.</p>
	Vocabulary	Occupations, countries.	Community, map, school, members, family, symbols, familiar.	Hadston, geography, place, location, village, area, journey, Autumn, season, change.	Morpeth, Hadston, Newcastle, Red Row, map, key, google earth, google maps, village, town, city, transport, compass,	Volcanoes, erupts, features, tectonic plates.	Water cycle Rivers and streams, precipitation, run off, underground water, sea,

					population, British Isles, Countries, English Channel, Atlantic Ocean, North Sea, Irish Channel.		wind, sun, evaporation, condensation. Rivers Location, source, mouth, dam, physical, human.
	Key Facts	To talk about the difference in countries.	To observe how the environment changes as we move from Summer through Autumn. To identify the key features of our school environment.	To know where they live and their place in Hadston as well as local features of the environment. To know the four seasons and confidently discuss the features and change associated with Autumn.	To compare and contrast Hadston, Red Row, Morpeth and Newcastle. To identify where we live on a map. To create their own maps of the local area with a key. To use a map and compass to navigate around new places,	To learn what causes a volcano to erupt and what happens during an eruption. To understand the impact volcanic eruptions have on the surrounding environment.	To consider whether the River Nile was more important in ancient times than today as the basis for exploring the many ways in which people use the Nile. To think about how some of these uses have changed over time and discuss which they think the most important uses of the River Nile were in the past and now.
	Sticky knowledge	To know what a country is.	To have knowledge about the place they live or the natural world.	To have knowledge of what a village is. To recognise the purpose of a map.	To have knowledge of what is a town and a city. To recognise a map of the UK and the countries within it. To identify the seas the seas/ocean that surround the UK. To understand the basic features of a map and what the points on a compass represent.	To locate some of the world's most well-known volcanoes. To describe where these volcanoes are in relation to the northern and southern hemispheres, and the equator.	To be able to use a variety of sources of information to find out some basic facts about a river, such as location, length and features. To consider both the positive and negative effects that rivers have as well as how they work.
	Possible Texts	My Home My World in 100 Ways	Leaf Man I Spy Autumn What is a map?	Map skills Beginning geography	Morpeth and Northumberland The origins of Morpeth Around Newcastle and Tyneside	Volcanoes and Earthquakes Violent Volcanoes	Water River The Water Cycle
Spring	Title and Objectives	My Country Shows interest in different occupations. Knows that there are different countries in the world and can talk about the	Countries Recognises some similarities and differences between life in this country and life in other countries.	Amble To be able to name the seven continents of the world and locate the UK on a world map. To be able to identify the countries and capital cities of the UK.	Continents and Seas To locate and identify oceans and continents. To find out about British beaches. To find out about British seas. To use fieldwork skills to find out	UK Coasts To find out what coasts are and how they are formed. To find out about the physical features of coasts and the processes of erosion that affect	Village settlers (map skills) To find out about the needs of early settlers and the origins of place names. To be able to identify settlements and reasons for their original siting.

		differences he/she has experienced or seen in photos.	Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	To be able to identify features and characteristics of the countries of the UK To explore the town we live in. To be able to describe where you live.	about a place. To compare a British beach with one from another country To use compass points to move around a map.	them. To explore different strategies of coastal management. To be able to identify different types of beaches. To be able to use maps and secondary sources to research and describe coastal areas To learn how changes in land use will affect people and the environment in different ways.	To be able to identify a range of mapping symbols and know their meanings. To understand and describe how settlements are connected. To be able to design a village settlement influenced by physical features and personal choice.
	Vocabulary	Countries, occupation.	Similar, different, country, countries, observe, map, non-fiction, environment.	Continents, locate, countries, capital cities, characteristics, town, Amble.	Oceans, continents, beaches, seas, countries, compass points, maps.	Coasts, physical, erosion, coastal management, beaches, maps, secondary sources, coastal areas, land, environment.	Settlers. origins, place names, settlements, mapping, symbols.
	Key Facts	To discuss the differences in countries. To discuss the differences in occupations.	To discuss similarities and differences between countries. To describe my environment.	To recall the seven continents and five oceans of the world and identify each one on a world map. To recap the names and locations of each of the four countries of the UK and their capital cities.	To compare British and non-British beaches. To identify and discuss the different human and physical features of each beach.	To understand what coastal erosion is and how it affects coastlines. To look at features that are formed by erosion, such as caves and stacks, as well as some of the ways that coastal erosion can cause cliff instability.	To think about early settlers in Britain and what resources they would have needed when setting up a village. To consider why certain places were chosen for settlements and discover how some of our place names originate from these early settlers.
	Sticky knowledge	To understand what a country is. To understand what an occupation is.	To understand there are other countries in the world.	To identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean. To locate their local area on a map and think about what kind of settlement they live in. To use different sources to explore their local area, using appropriate vocabulary to describe what it is like.	To name and locate the five oceans and seven continents on a world map. To locate seas and countries on a world map.	To understand how coasts are formed, including looking at the processes of erosion and deposition. To locate coastal areas they have been to on a map and investigate different coastal areas around the country.	To identify some common map symbols and identify their meanings. To use map symbols to compare towns and villages.
	Possible Texts	Welcome to our World	Somebody swallowed Stanley	Old Amble Kids voyage to seven continents	Deep sea drive See under the sea	Exploring Coasts Rivers and Coasts	Map skills

		We all belong	Countries of the world				
Summer	Title and Objectives	<p>Countries</p> <p>Shows interest in different occupations.</p> <p>Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos.</p>	<p>Maps</p> <p>Is able to 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.</p>	<p>Africa</p> <p>To locate Africa on a world map and identify the country of Kenya.</p> <p>To explore the climate and weather of Kenya.</p> <p>To explore the animals of Kenya</p> <p>To be able to use compass points to navigate around a map</p> <p>To explore the landscapes of Kenya.</p> <p>To find out about the people and culture of Kenya</p> <p>To identify similarities and differences between Kenya and the UK.</p>	<p>UK seasons and weather patterns</p> <p>To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns.</p> <p>To describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas</p> <p>To identify ways in which we learn about the weather, then make predictions about the weather which are helpful.</p> <p>To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.</p> <p>To learn more about the way seasonal weather in an equatorial region is different to the weather in the UK</p> <p>To learn more about the way seasonal weather in a polar region is different to the weather in the United Kingdom.</p> <p>To show what has been learned and understood about weather patterns in the United Kingdom</p>	<p>Europe</p> <p>To be able to locate Europe on a world map and find out about its features.</p> <p>To be able to identify and locate countries in Europe.</p> <p>To be able to identify European countries according to their features.</p> <p>To be able to identify the major capital cities of Europe</p> <p>To be able to compare two European capital cities.</p> <p>To find out about the human and physical features of a European country</p>	<p>The USA</p> <p>To be able to locate the USA and its states on a map.</p> <p>To be able to identify and compare the American states</p> <p>To be able to identify and describe the different landscapes of the USA</p> <p>To be able to identify, explore and compare American cities</p> <p>To find out about national parks in the USA and explore their functions.</p> <p>To find out about natural phenomena in the USA</p> <p>To be able to plan and describe a visit to the USA.</p>

					and in places near the poles and equator.		
	Vocabulary	Occupations, countries, world, similarities, differences.	Country, countries, life, similarities, differences, maps, symbols.	Africa, map, Kenya, country, Climate, weather, compass points, navigate, landscapes, culture, similarities, differences.	Seasons, inland, costal, predictions, equatorial/polar regions, poles, equator.	Europe, map, features, countries, capital cities, human features, physical features.	Locate, states, USA, America, landscapes, cities, national parks, functions, phenomena.
	Key Facts	To understand the differences in countries. To understand the differences in occupations.	To explain the similarities and differences between countries.	To learn about Kenya's wet and dry seasons and compare Kenya's climate to the UK climate. To identify a variety of animals that live in Kenya. To use photos and their prior knowledge to identify ways in which Kenya is similar to or different from the UK.	To learn ways in which weather differs between inland and coastal areas. To identify some aspects of human and physical geography that are affected by extreme weather in polar regions	To identify the seven continents of the world before looking more closely at a map of Europe. To compare Europe with other continents in terms of its size and features, and identify the seas and oceans surrounding Europe.	To identify the difference between a village, a town and a city before exploring some of the largest and most famous cities in the USA. To learn the capital of the USA, as well as the capital city of each individual state.
	Sticky facts	To understand what a country is. To understand what an occupation is.	To understand a map and the use of a map.	To identify the seven continents and five oceans of the world on a world map. To identify the location of the UK and Kenya. To identify the four points of a compass and find out how we can use them to navigate around a map.	To compare equatorial and polar regions to UK weather. They will learn basic differences between UK, polar and equatorial climates.	To identify Europe on a world map before locating the UK within Europe. To learn the names and locations of other European countries.	To identify that the USA is a country within the continent of North America, locating both on a world map. To understand that the USA comprises 50 states. To use compass points to identify the states and describe where they are in location to one another.
	Possible texts	Countries; cultures, people and places	Maps Brilliant maps	Crossing Africa Amazing Africa	Seasons Weather and seasons	Outdoor Europe European countries The story of the country house	Blue sky, white star Planes USA A chip off the old block