St. Cuthbert's RC. Primary School | WE LOVE, WE LEARN, WE GROW

ST. MARY'S RC. PRIMARY SCHOOL | Love one another as I have loved you.

# Geography Progression Ladder

## Content Knowledge – Locational and Map Knowledge

| EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| • Use small world figures to play on large map mats and see the difference between land and sea<br>• Pupils can name and locate where they are from<br>• Pupils can name and the country and city they live in on a map | • Pupils can identify the key features of their local area<br>• Pupils can name and locate the four countries and capital cities of the United Kingdom.<br>• Find the UK on a world map or globe | • Pupils can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas and rivers including local area.<br>• Pupils can name and locate the world's seven continents and five oceans. | • Pupils can 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.<br>• Pupils can understand how some aspects, eg land usage, have changed over time (UK and local area study) | • Identify significant places and environments in the world (link to tectonic plates, rainforests, woodland areas, coral reefs)<br>• Name and locate countries and cities in Europe and South America on a map, concentrating on environmental regions and identifying human and physical characteristics, key topographical features (including hills, mountains, and rivers)<br>• Understand how some aspects, eg land usage, have changed over time (Europe or South America study) | • Locate the worlds countries with a focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities<br>• Understand how some aspects, eg land usage, have changed over time (North America study)<br>• Identify the Greenwich Meridian and time zones (day and night) | • Locate the worlds countries on a variety of maps particularly with regard to areas studied throughout the key stage.<br>• Identify the position and significance of latitude, longitude, equator, hemispheres, tropics, Arctic and Antarctic |

## Content Knowledge – Place

| EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| • Make observations about their local environment e.g. home, school, park<br>• Begin to compare features of different environments e.g. park and house | • Name, describe and compare familiar places, by linking their homes with other places in their local community.<br>• Know about some present changes that are happening | • List and understand geographical similarities and differences through studying the human and physical geography of a small area of the United | • Describe what gives the local area character and simply describe what other places are like beyond this area (comparison in settlements and Ancient Egypt)<br>• Describe and understand | • identify the position of the equator, northern and southern hemisphere, the Artic and Antarctic circles<br>• Explain and give reasons for the geographical similarities and differences that occur through the study of human | • Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region in North America<br>• Query minor differences | • Analyse and synthesise geographical similarities and differences through the study of human and physical geography of a region in a European country, using data to produce tables and graphs. |

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| Navigate around a familiar place (classroom / outdoor classroom / playground) | in the local environment e.g. at school<br>• Pupils understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (Withington study) | Kingdom, and of a small area in a contrasting non-European country (town/local area study) | geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a larger area in a contrasting European country. | and physical geography of a region in South America and the UK (rainforests and forests) | between these eg time zones, cultural, weather, land usage. | |
| **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Human and Physical Geography** | | | | | | |
| • Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow<br>• Begin to notice difference between hot can cold seasons e.g hot, cold, sunny, cloudy<br>• Pupils can link seasonal changes and weather patterns to appropriate clothing, objects and equipment to protect them<br>**Use basic geographical vocabulary to refer to:**<br>• Key physical features including: tree, sky, grass, sea, forest<br>• Key human features including: house, school, shop, farm, café | • Identify seasonal and daily weather patterns in the local area.<br>**Begin to use basic geographical vocabulary to refer to:**<br>• Key physical features including: beach, cliff, coast, sea, ocean, season and weather<br>• Key human features including: village, factory, farm, house, harbour, port | • Identify seasonal and daily weather patterns in the United Kingdom<br>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles<br>**Apply basic geographical vocabulary to refer to:**<br>• Key physical features, including: forest, hill, mountain, river, soil, valley, vegetation<br>• Key human features, including: city, town office, and shop | • Describe and understand key aspects of physical geography, including: climate zones and biomes<br>• Describe and understand key aspects of human geography, including: types of settlement and land use | • Describe and understand key aspects of physical geography, including: volcanoes, tornadoes, tsunamis, earthquakes, biomes, vegetation belt<br>• Describe and understand key aspects of human geography, including: types of settlement and land use. | • Describe and understand key aspects of physical geography, including: climate zone, and the water cycle.<br>• Describe and understand key aspects of human geography including economics activity and trade links. | • Describe and understand key aspects of physical geography including: climate zone and mountains<br>• Describe and understand key aspects of human geography, including: economics activity and trade links, the distribution of natural resources including energy, food, minerals and water |
| **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Geographical Skills and Fieldwork** | | | | | | |
| **Direction**<br>• Follow positional language e.g. under, through, next to, beside<br>• Follow positional instructions e.g. stand up, step forward, | **Direction**<br>• Pupils use simple locational and directional language (near and far; left and right), to describe the | **Direction**<br>• Begin to use simple compass directions (North, South, East and West) to describe the location of | **Direction**<br>• Use 4 compass points to follow or give directions (settlements, forest school or local area walk)<br>• Use N, E, S, W confidently to | **Direction**<br>• Use letters numbers or coordinates to locate features on a map.<br>**Fieldwork** | **Direction**<br>• Use 4 figure co-ordinates to locate features on a map | **Direction**<br>• Use the 8 points of a compass<br>• Begin to use 6 figure grid references using latitude and longitude on atlas maps, to |

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| backwards etc<br><br>**Fieldwork**<br>• Use simple observational skills to study the geography of a classroom and outdoor grounds<br>• Make observations on local trips about what they can see, naming features e.g cars, house, road, shop | location of features and routes on a map.<br><br>**Fieldwork**<br>• Carry out a simple survey in my school.<br>• Use a camera in fieldwork eg photograph of school kitchen, climbing wall. | features and routes on a map.<br>**Fieldwork**<br>• Carry out a simple survey in my local area.<br>• Use a proforma to collect simple data (e.g. tally)<br>• Create plans of a familiar environment and label key features. | build knowledge of the United Kingdom and the wider world<br><br>**Fieldwork**<br>• Record findings from fieldtrips<br>• Select views to photograph and add titles, labels and location information<br>• Draw an annotated sketch from observations including labels and description | • Use simple databases to present findings from fieldwork (forest school)<br>• Include titles, labels and location information on maps<br>• Measure and record findings on graphs. | • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br><br>**Fieldwork:**<br>• Use graphs to display data collected<br>• Use sketches as evidence in an investigation<br>• Use photographic evidence in investigations and evaluate the usefulness of images | build knowledge of the United Kingdom and the wider world<br>**Fieldwork:**<br>• Select appropriate methods of data collection such as interviews<br>• Use a database to interrogate and amend information collected<br>• Annotate sketches and describe and explain geographical processes and patterns |
| **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Constructing and Using Maps** | | | | | | |
| **Constructing maps**<br>• Begin to make marks to represent home<br>• Begin to make marks to represent journeys e.g small world car play, story map journeys, share draw journey around the outdoor classroom<br>• Begin to make marks to represent buildings and trees<br><br>**Using maps**<br>• Showing an interest in maps e.g. looking at atlases, road maps, reassure maps<br>• Use a simple map with Beebots<br>• Use works like big and small to describe things around you<br>• Show an interest in google maps and begin to look at features with a birds eye view<br>• Show an interest in atlases and Google Earth | **Constructing maps**<br>• Draw picture maps from imaginary places and stories and use symbols to represent<br>• Draw a map of a real place known to me (school / journey around school)<br>• Begin to understand the need for a key<br>• Draw around objects to make a plan<br><br>**Using maps**<br>• I can use simple maps given to me to mover around the school site<br>• Recognise that a map represents a place<br>• I can use relative vocabulary – bigger/smaller, like/dislike<br>• Use world maps, globes and infant atlases to locate to locate the United Kingdom and its countries<br>• Use picture maps | **Constructing maps**<br>• Draw a map of a real place known to me – (school grounds and surrounding area e.g. park)<br>• Use agreed symbols to make a key<br>• can look down on objects to make a plan view<br><br>**Using maps**<br>• Add detail to a map from aerial photographs<br>• Understand the need for a key<br>• Have a spatial awareness on maps (i.e. 'A' is closer to 'B' than 'C' is)<br>• I can begin to recognise places e.g UK on a small scale and large-scale map<br>• Use world maps, | **Constructing maps**<br>• Make a map of a short route that pupils have experienced with the features in the correct order and clear spatial awareness and boundaries (i.e. edge of the park to the edge of the woodlands) link to Levenshulme/ Withington settlement.<br><br>**Using maps**<br>• Follow a route on a large scale map e.g. local area or settlement orienteering.<br>• Label features on aerial photographs | **Construct maps**<br>• Make a simple scale drawing<br>• Construct maps of areas of the world (i.e .parts of continents) with some spatial awareness of sizes and boundaries of some countries<br><br>**Using maps**<br>• use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns<br>• Use map sites on the internet. | **Construct maps**<br>• Begin to draw a variety of thematic (eg population and topography) maps based on my own data.<br><br>**Using maps**<br>• Select maps for a particular purpose e.g atlas vs OS map<br>• use 1:10.000 and 1:25.000 Ordnance Survey maps<br>• Use a scale to measure distance<br>• Recognise key OS symbols<br>• Use atlas symbols | **Construct maps**<br>• Begin to draw plans and maps of increasing complexity.<br>• Draw a sketch map using symbols and a key.<br><br>**Using maps**<br>• Compare maps with aerial photos<br>• Follow a short route on an OS map and describe features shown<br>• Locate places on a world map and use lines of longitude and latitude<br>• Use maps and plans of a range of scales<br>• Use a scale to measure distance<br>• Measure straight line distance (i.e. on Google Maps)<br>• Use straight line distance to create an appropriate scale on their map (i.e. 1cm = 100m) |

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| | • Use teacher drawn maps<br>• Find land and sea on a globe | globes and infant atlases to locate to locate countries, continents and oceans<br>• Use a large-scale OS map<br>• Use aerial photographs to recognise landmarks – human and physical | | | | |