

Geography Progression Map

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Geographical enquiry | <ul style="list-style-type: none"> - Can look closely at change. - Children know about similarities and differences in relation to places. - Children know how environments might vary from one another. - Children know that the environment and living things are influenced by human activity. - They can describe some actions which people in their own community do that help to maintain the area they live in. | <ul style="list-style-type: none"> - Teacher led enquiries, to ask and respond to simple, closed questions. - Use information books/ pictures/ photographs as sources of information. - Investigate their surroundings. - Identify seasonal and daily weather patterns in their local area. - Make observations and describe the human and physical geography about where things are eg within the school grounds or local area. | <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, aerial photographs, plan perspectives and internet as sources of information. - Investigate their surroundings. - Identify seasonal and daily weather patterns in their local area and the United Kingdom. - Make appropriate observations about why things happen. - Make simple comparisons between features of different places (one in the United Kingdom and one in a contrasting non-European country). | <ul style="list-style-type: none"> - Begin to ask/initiate geographical questions. - Use non-fiction books, stories, atlases, pictures, aerial photographs, photographs, plan perspectives 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 eg make comparisons in human and physical geography between two locations (for example two countries or two geographical regions) using photographs/pictures, temperatures in different locations. | <ul style="list-style-type: none"> - Ask and respond to questions and offer their own ideas. - Extend use of sources to satellite images. - Investigate places and themes at more than one scale. - Collect and record evidence with some aid. - Analyse evidence and draw conclusions eg make comparisons in human and physical geography between locations (for example between countries or geographical regions) using photographs/ pictures/ maps. | <ul style="list-style-type: none"> - Begin to suggest questions for investigating. - Begin to use primary and secondary sources of evidence (including sketch maps, plans, graphs, digital technologies) in their investigations. - Investigate places with more emphasis on the large scale; contrasting and distant places. - Collect and record evidence unaided. - Analyse evidence and draw conclusions eg compare historical maps of varying scales (for example temperature of various locations - influence of people/ everyday life). | <ul style="list-style-type: none"> - Suggest questions for investigating. - Use primary and secondary sources (including sketch maps, plans, graphs, digital technologies) 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 eg from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. |
| Human and physical geography: Vocabulary. | <p>During EYFS, children will have the opportunity to:</p> <ul style="list-style-type: none"> -Observe what similarities and differences in the environment | <ul style="list-style-type: none"> - Children use basic geographical vocabulary to refer to: <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> | | <ul style="list-style-type: none"> - Children can describe and understand the key aspects of: <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, mineral and water.</p> | | | |

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| | <p>and begin to recognise change over time</p> <ul style="list-style-type: none">-Know where they live in relation to Botley, Oxford, England, UK, Earth-Talk about places visited, family origins etc.-Begin to make comparisons between locations / countries including where people and animals live-Find out about particular countries in terms of traditions, landmarks and famous people-Develop, understand and use geographical vocabulary linked to places and features of the environment-Ask questions about what we observe, know and find out | <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop.</p> | |
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| <p>Direction</p> | <p>During EYFS, children will have the opportunity to: -Explore maps and globes to locate places and name key features such as land and sea -Talk about what they observe in their environment and how it has changed over time -Talk about what we see on our route to school from home as well as exploring the school grounds -Begin to draw maps and pictures to represent what we see -Know how we impact the world around us and begin to understand how we can make it a better place -Develop, understand and use geographical vocabulary linked to countries,</p> | <ul style="list-style-type: none"> - Follow directions (up/down, left/right, forwards/backwards, near/far). - Use language to describe the location of features and routes on maps. | <ul style="list-style-type: none"> - Follow directions (as per Year 1 and also including North, South, East and West). - Use language to describe the location of features and routes on maps. | <ul style="list-style-type: none"> - Use 4 compass points to follow/give directions; -Use letter/number coordinates to locate features on a map. | <ul style="list-style-type: none"> - Use 4 compass points well: - Begin to use 8 compass points; - Use letter/number coordinates to locate features on a map carefully. | <ul style="list-style-type: none"> - Use 8 compass points; - Begin to use 4 figure coordinates to locate features on a map. | <ul style="list-style-type: none"> - Use 8 compass points confidently and accurately; - Use 4 figure coordinates confidently to locate features on a map. - Begin to use 6 figure grid references; use latitude and longitude on atlas maps. |
| <p>Drawing maps</p> | <p>in their environment and how it has changed over time -Talk about what we see on our route to school from home as well as exploring the school grounds -Begin to draw maps and pictures to represent what we see -Know how we impact the world around us and begin to understand how we can make it a better place -Develop, understand and use geographical vocabulary linked to countries,</p> | <ul style="list-style-type: none"> - Draw picture maps of imaginary places and from stories. | <ul style="list-style-type: none"> - Draw a map of a real or imaginary place (eg add detail to a sketch map from aerial photographs). | <ul style="list-style-type: none"> - Try to make a map of a short route experienced, with features in correct order; - Try to make a simple scale drawing. | <ul style="list-style-type: none"> - Make a map of a short route experienced, with features in correct order. - Make a simple scale drawing. | <ul style="list-style-type: none"> - Begin to draw a variety of thematic maps based on their own data. | <ul style="list-style-type: none"> - Draw a variety of thematic maps based on their own data. - Begin to draw plans of increasing complexity. |
| <p>Representations</p> | <p>in their environment and how it has changed over time -Talk about what we see on our route to school from home as well as exploring the school grounds -Begin to draw maps and pictures to represent what we see -Know how we impact the world around us and begin to understand how we can make it a better place -Develop, understand and use geographical vocabulary linked to countries,</p> | <ul style="list-style-type: none"> - Use own symbols on imaginary map. | <ul style="list-style-type: none"> - Begin to understand the need for a key. - Use class agreed symbols to make a simple key. | <ul style="list-style-type: none"> - Know why a key is needed. Use standard symbols. | <ul style="list-style-type: none"> - Know why a key is needed. - Begin to recognize symbols on an OS map. | <ul style="list-style-type: none"> - Draw a sketch map using symbols and a key; - Use/recognise OS map symbols. | <ul style="list-style-type: none"> - Use/recognise OS map symbols; - Use atlas symbols. |
| <p>Using maps</p> | <p>in their environment and how it has changed over time -Talk about what we see on our route to school from home as well as exploring the school grounds -Begin to draw maps and pictures to represent what we see -Know how we impact the world around us and begin to understand how we can make it a better place -Develop, understand and use geographical vocabulary linked to countries,</p> | <ul style="list-style-type: none"> - Use a simple picture map to move around the school; - Recognise that it is about a place. | <ul style="list-style-type: none"> - Follow a route on a map. - Use a plan view. - Use an infant atlas to locate places. | <ul style="list-style-type: none"> - Locate places on larger scale maps eg map of Europe. - Follow a route on a map with some accuracy (eg whilst orienteering). | <ul style="list-style-type: none"> - Locate places on large scale maps (eg find UK or India on a globe). - Follow a route on a large scale map. | <ul style="list-style-type: none"> - Compare maps with aerial photographs. - Select a map for a specific purpose (eg pick atlas to find Taiwan, OS map to find local village). - Begin to use atlases to find out about other features of places (eg find wettest part of the world). | <ul style="list-style-type: none"> - Follow a short route on an OS map. Describe features shown on an OS map. - Locate places on a world map. - Use atlases to find out about other features of places (eg mountain regions, weather patterns). |
| <p>- Locate the world's countries, using maps to focus on Europe (including the location of Russia), North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> | | | | | | | |

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| | positional and direction language | | | - Locate and name countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). | | | |
| Scale/Distance | -Ask questions about what we observe, know and find out | - Use relative vocabulary (eg bigger/smaller, like/dislike). | - Begin to spatially match places (eg recognize UK on a small scale and larger scale map). | - Begin to match boundaries (eg find same boundary of a county on different scale maps). | - Begin to match boundaries (eg find same boundary of a county on different scale maps). | - Measure straight line distance on a plan. - Find/recognise places on maps of different scales (eg the River Nile). | - Use a scale to measure distances. - Draw/use maps and plans at a range of scales. |
| Perspective | | - Draw around objects to make a plan. | - Look down on objects to make a plan view map. | - Begin to draw a sketch map from a high view point. | - Draw a sketch map from a high view point. | - Draw a plan view map with some accuracy. | - Draw a plan view map accurately. |
| Style of map | | - Picture maps and globes. | - Find land/sea on a globe. - Use teacher-drawn base maps. - Use large scale OS maps. - Use an infant atlas. | - Use large scale OS maps. - Begin to use digital/computer mapping. - Begin to use junior atlases. - Begin to identify features on aerial/oblique photographs. - Use globes. | - Use large and medium scale OS maps. - Use junior atlases. - Use map sites on the internet. - Identify features on aerial/oblique photographs. - Use globes. | In addition to Years 3 and 4: - Use index and contents page within atlases. - Use medium scale land ranger OS maps. | In addition to Years 3, 4 and 5: - Use OS maps. - Confidently use an atlas. - Recognise a world map as a flattened globe. |
| Map and Locational Knowledge | During EYFS, children will have the opportunity to: -Talk about what they observe in their environment -Know where they live in relation to Botley, Oxford, England, UK, Earth -Talk about their own home and begin to make | - Learn names of some places within/around the UK eg home town, cities, countries (eg Wales or France) and locate them on a map. | - Locate and name on a United Kingdom map the major features eg the four countries, capital cities, River Thames, home town, surrounding seas. - Name and locate the world's seven continents and five oceans. - Know the location of hotter and colder areas of the world in relation to the | - Begin to identify points on maps A, B and C. | - Begin to identify significant places and environments. | - Identify significant places and environments. | - Confidently identify significant places and environments. |
| | | | | To identify the position and significance of: Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic circle. | | To identify the position and significance of: Longitude, Latitude, Prime/Greenwich Meridian, time zones (including day and night). | |

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| | <p>comparisons between the homes we live in, our friend's homes and those around the world</p> <ul style="list-style-type: none">-Talk about places visited, family origins etc.-Begin to make comparisons between locations / countries-Develop, understand and use geographical vocabulary linked to places, homes and the environment-Know people/professionals in our community and what they do to help us and keep us healthy and safe-Ask questions about what we observe, know and find out | | <p>Equator and North and South poles.</p> | | |
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