

Leigh Stationers' Primary Academy - Geography Progression Map								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	Recognise and name familiar places within their daily routine (ie. home, nursery, playground)	Recognise and name familiar places.  Identify similarities and differences between contrasting environments within both their local and national region.	Locate the countries of the UK.  Locate some continents and some oceans.	Identify the characteristics of the UK and their capital cities.  Locate all 5 oceans of the world.  Locate all 7 continents of the world.	Locate some countries in Europe (including Russia).  Locate countries and cities which we have visited or have cultural links to on a world map.	Locate some counties of the UK.  Locate some major cities in the UK.  Name some capital cities in Europe.	Label a world map with the equator, arctic and antarctic circle and tropics with regards to climate.  Locate countries and major cities in South America.  Identify Northern and Southern hemisphere.	Locate countries and major cities in North America.  Use a world map to explore timezones.
Place Knowledge	Identify key features of familiar environments.	Describe the features of places using simple language.	Explain the weather patterns of the UK.  Use knowledge of what seasons are to identify seasonal and daily weather patterns.  Have an understanding of the features in the local area.	Understand the similarities and differences between our location and a place in a non-European country.  Name countries which are hotter and colder than the UK.  Say whether a country is north or south of the equator using a globe.	Understand the importance of the River Nile and Mount Vesuvius to local settlements.	Understand the similarities and differences between our location and Italy.  Understand the key regional features of the UK including major rivers and coasts	Develop an understanding of environmental regions within South America.	Develop an understanding of environmental regions within North America.  Understand the similarities and differences between our location and a place in North America
Map skills	Draw simple shapes (lines / circles) to represent the physical world.  Follow directions related to movement.	Draw simple maps of immediate environment.  Follow directions related to movement.	Begin to draw 2D representation maps.  Use maps to describe landscapes using directional language.	Draw a map using symbols to represent an object.  Use maps to recognise key physical and human features.  Locate places on Alphanumeric grids (ABC, 123)  Navigate and give directions using the 4 compass points N, S, E, W	Sketch maps and begin to use standard symbols on a map.  Use maps to navigate using coordinates .  Navigate and give directions using 8 points of the compass.	Sketch maps and develop accuracy of the positioning symbols.  Use maps to navigate using coordinates. Reading x and y axis.	Sketch maps and further develop accuracy of the positioning and use of OS symbols.  Use 4-figure grid references to describe a location on a map, including the use of a key.	Draw a map showing appropriate distance between places or features using a given scale.  Use maps - follow a short route on a variety of scaled maps.  Use latitude and longitude to both plot & locate 6-figure coordinates.
Fieldwork skills	Draw their familiar environment using simple shapes  Describe their local environment using their senses.	Draw their familiar environment, accurate with colour and key features.  Describe their local environment using their senses.	Create plans and draw simple outlines of features in their familiar environment .  Orally comment on observations about what they see and draw simple features.	Create plans and draw simple features in their familiar environment.  Comment on and draw simple features from observations, labelling diagrams.	Comment on and draw simple features from observations, labelling diagrams.  Record findings from fieldwork.	Draw an annotated sketch from observation with descriptive, explanatory labels and direction, position.  Use a range of data collection techniques to study locality (e.g. land use, environmental quality).	Annotate sketches to investigate and to describe and explain geographical patterns.  Evaluate the quality of evidence collected and suggest improvements.	Evaluate their sketch (route to school) against set criteria and improve it.
Human and Physical Geography	Use the local area to explore the built and natural environment; focusing on the nursery and school environment.  Express their opinions on natural and built environments.  Identify and describe what they see in their immediate environment.	Use the local area to explore the built and natural environment; focus on the local environment and use aerial views.  Express their opinions on natural and built environments.  Identify similarities and differences of places in the world that contrast to their familiar locality.	Explain how physical features can be used for leisure (seasides).  Explain how human impact can change the vegetation in a location. (Kent and London).  Make suggestions on how they could improve the environment.	Explain what the difference between a human and physical feature is.  Identify simple human and physical features.  Explain how humans have had/can have an impact upon the physical environment.  Relate a location's proximity to the equator/poles with its climate.	Describe how humans interact with physical features of the environment for example, volcanoes, mountains, rivers or valleys.  Understand that there are different types of soil and that different vegetation requires different soil types (cacti found in the desert etc.)  Understand why volcanic eruptions and earthquakes occur and how they are measured.	Compare the human and physical features of two localities and begin to explain why they are different.  Say how humans work with the water cycle to provide water to our homes.  Explain the impact that human's water use has on a local environment.  Locate mountains in the UK.	Describe where various resources are found and/or produced regionally and globally.  Name some of the exports or physical features of countries around the globe that these countries rely on economically.  Describe economic activity including trade links.  Know about supply and demand, exporting and importing.  Understand key aspects of climate zones, biomes and vegetation belts.	Compare the availability of energy, and other precious resources (minerals) worldwide  Compare terrain and understand how this affects how people attack and defend the land.