

**Geography progression map from Reception to Year Four.**

	<b>Reception</b>	<b>Year one</b>	<b>Year two</b>	<b>Year three</b>	<b>Year four</b>
<b>Locational knowledge</b>	<p>Children know about similarities and differences in relation to places. They talk about the features of their own environment and how environments vary from one to another. They do this through discussion, observation, stories, non-fiction texts and maps (Understanding the world- ELG: People, culture and communities)</p>	<p><b><u>Sensational safari</u></b> To know what a continent is and know that we live in Europe</p> <p><b><u>Wonderful weather</u></b> Locate hot/ cold areas of the world</p>	<p><b><u>Famous explorers</u></b> Name and locate the world's seven continents and five oceans (when thinking about where famous explorers travelled in the world)</p> <p><b><u>Castles and knights</u></b> Locate castles across the UK. Name, locate and identify the UK, its countries, capital cities and surrounding seas.</p> <p><b><u>Beside the sea</u></b> Locate different seaside resorts across the UK.</p>	<p><b><u>We are the United Kingdom</u></b> To name and locate countries and cities in the UK. Identify key topographical features; hills, coasts, river etc. Learn about land use over time and how this has changed.</p> <p><b><u>Rivers</u></b> How has land use near rivers changed over time?</p> <p><b><u>Rainforests</u></b> Locate rainforests of the world.</p>	<p><b><u>Incredible India</u></b> Locate India, some of its major cities and surrounding countries.</p> <p><b><u>All around the world</u></b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres.</p> <p>To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps.</p> <p>To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK</p> <p>To identify the position and significance of the Tropics of Cancer and</p>

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					Capricorn by comparing the climate of the tropics with that of the UK.
<b>Place knowledge</b>	Children 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. (Understanding the world: People, cultures and communities)	<b><u>Sensational safari</u></b> To name, locate and identify characteristics of a country within Africa. To compare characteristics of life of a child in Rural Kenya with their life.	<b><u>Amazing Australia</u></b> To compare Stanbridge to a non- European country looking at human/ physical features- geographical similarities/ differences	<b><u>Around the world</u></b> To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Leighton Buzzard- local) and a region in a European country (Coulommiers- France) <b><u>Rainforests</u></b> To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Rushmere country park- local) a region in South America (Amazon rainforest)	<b><u>Water world</u></b> Identify local bodies of water. Investigate and explore a local body of water. <b><u>Incredible India</u></b> Understand geographical differences between London and New Delhi In context of human/ physical geography. <b><u>Water world</u></b> Explore water usage in UK compared with water scarce countries e.g. Kenya.
<b>Human and physical geography.</b>	To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (Understanding the world- ELG: The natural world.	<b><u>Pirates</u></b> Compare and contrast Leighton Buzzard and Caribbean coastal town.  <b><u>Key vocabulary</u></b> Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill,	<b><u>Amazing Australia</u></b> Location of hot and cold areas of the world in relation to the equator and the north and south poles <b><u>Beside the sea</u></b> Look at human and physical features at the coast (see key vocabulary)	<b><u>Rivers</u></b> The river Nile. Look at the human/ physical features of the Nile. Human geography: types of settlement and land use of the Nile, economic activity including trade links. <b><u>Extreme weather</u></b> Earthquakes and	<b><u>Incredible India</u></b> Investigate how mountains and mountain ranges are formed. Identify different types of mountains and explore six different Indian mountain ranges, describing their facts and features using appropriate geographical

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	<p>To understand some important processes and changes in the natural world around them, including the seasons (Understanding the world-ELG: The natural world)</p>	<p>mountain, sea, ocean, river, and weather - key human features, including: village, town, farm, house, office, port, harbour and shop. <b><u>Wonderful weather</u></b> Seasonal changes and daily/ seasonal weather patterns in our locality/ another place we have studied. <b><u>Our School</u></b> Observe and describe simple human/ physical features in our school grounds.</p>	<p><b><u>Stanbridge now and then</u></b> Describe what our local area is like and locate key physical/ human features of the local area.  <b><u>Key vocabulary</u></b> Use basic geographical vocabulary to refer to: key human features through topics covered above must include by end of KS1; city, town, village, factory, farm, house, office, port, harbour and shop key physical features through topics covered about must include by end of KS1; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>volcanoes. <b><u>Around the world</u></b> Focus Leighton-Linslade's twin town in France called Coulommiers. Compare and contrast key aspects of human geography settlements, land use, economic activity, trade links and natural resources. <b><u>Rainforests</u></b> Biomes and vegetation belts. Describe the key aspects of a tropical climate. Describe and understand the features of the layers of a rainforest.</p>	<p>vocabulary. Describe and understand climate in India and climate zones across the world. Describe and understand key aspects of human/ physical geography in the context of India's capital city. Compare human/ physical geography of New Delhi with London. <b><u>Water world</u></b> Describe and understand key aspects of the water cycle Explore why we need water and how we use it Describe and identify key aspect of human geography including minerals and water-</p>
<p><b>Geographical fieldwork and skills</b></p>	<p>To explore the natural world around them. To draw information from a simple map.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] Describe the location of features and routes on a map. Use aerial photographs, plans and maps to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of our surrounding environment.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		

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		<p><b>Examples of fieldwork and skills across year one and two:</b></p> <p><b><u>Year One</u></b></p> <p><b>Pirates</b> Treasure map work involving simple compass directions (N,S,E,W) and directional language.</p> <p><b>Wonderful weather.</b> To be able to investigate and describe local weather using fieldwork skills and some appropriate vocabulary</p> <p><b>Our school</b> Use simple fieldwork and observational skills (see below) to study the Geography of our school grounds</p> <p><b>Sensational safari</b> Use maps to locate UK, England, Africa and Kenya.</p> <p><b><u>Year two</u></b></p> <p><b>Stanbridge now and then.</b> Our local area- Make and use simple maps with routes, follow and give directions using directional language (paper and digital) Use aerial images, plans and maps to describe what our local area is like and locate key physical/ human features. Read, use and make simple symbols on maps.</p> <p><b>Castles and knights</b> Use atlases and globes to name, locate and identify the UK, its countries, capital cities and surrounding seas in context of finding and naming castles in capital cities.</p> <p><b>Beside the sea</b> Mapping skills- Find nearest seaside resort to Stanbridge using Google maps. Locate different seaside resorts across the UK using atlases.</p>	<p><b>Examples of fieldwork and skills across year three and four:</b></p> <p><b><u>Year Three</u></b></p> <p><b>Rainforests</b> Use maps, atlases, globes and digital/computer mapping to locate rainforests of the world</p> <p><b>We are the United Kingdom</b> Mapping skills- Use a map/ atlas to locate areas of high ground in the UK. Use a map to locate some of the counties of the UK Use a map to name and locate the main rivers and seas of the UK Use the eight compass directions to describe the location of countries and cities of the UK.</p> <p><b><u>Year Four</u></b></p> <p><b>Water world</b> Investigate and explore a local body of water. Is it safe to drink? Do water quality test</p> <p><b>Incredible India</b> Locate India, some of its major cities and surrounding countries using maps, globes, atlases and digital mapping. Locate mountain ranges</p> <p><b>All around the world</b> A focus on mapping skills (see objectives above)</p>
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