





Geography Progression map and key threads - 2022-23

Threads - **Map skills**

Weather and climate

Natural and human environment including our locality.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate places  Location	I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	I can begin to identify key features of a location and say whether it is a city, town, village, coastal or rural area.	I can identify key features of a location and say whether it is a city, town, village, coastal or rural area.	I can use a range of resources to identify the physical and human features of a location.	I can give my own views about locations. eg Opinions of why you would want to live by a volcano / in Spain	I can collect information about a location and draw clear conclusions. HIGH IMPACT- DATA HANDLING- COLLECTING INFORMATION ABOUT AMERICAN STATES	I can use a range of geographical resources to help give a detailed description and opinion about a location.
	I can name the town where I live and I know that this is in England	I can name the four countries and capitals of the United Kingdom on a map, atlas or globe.	I can name, locate and describe features of the four countries of the United Kingdom I can use world maps, atlases and globes to locate the countries studied (continents)	I can begin to use maps, atlases and globes and begin to use digital/computer mapping to locate countries within Europe and describe features with increasing accuracy and confidence	I can use maps, atlases and globes and begin to use digital/computer mapping to locate countries within Europe and describe features with increasing accuracy and confidence	I can use atlases, maps and globes (inc. Google Earth and Digimaps) to locate countries within continents studied around the world.	I can use atlases, maps and globes (inc. Google Earth and Digimaps) to locate countries within continents studied around the world.
		I can name the continents and oceans	I can name and locate the world's continents. I can name and locate the world's oceans	I can name some countries in Europe and discuss their characteristics. .I can begin to identify key lines of latitude and longitude.	I can name and locate countries in Europe and discuss their characteristics and identifiable features. I can begin to identify key lines of latitude and longitude and begin to identify climate zones within these.	I can name and locate some of the countries of North America and their main human and physical characteristics. I can begin to use longitude and latitude coordinates to locate continents and countries around the world. I can identify key lines of latitude and longitude.	I can name and locate countries of the world and identify their human and physical characteristics. I can use longitude and latitude coordinates to locate continents and countries around the world. I can identify key lines of latitude and longitude.
	I can discuss other significant places that are familiar to me.		I can understand there are hot and cold areas of the world in relation to the equator.	I can begin to name and locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle	I can locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle and identify countries within these regions.	I can begin to use longitude and latitude coordinates to locate continents and countries around the world.	I can name and locate some of the countries of South America and their main human and physical characteristics including weather and climate.
Investigate places    Physical features, Human Features, Diversity	I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge for stories, non-fiction texts and (when appropriate) maps	I can begin to ask and answer questions about what a place is like, such as: What is this place like? What or who will I see in this place? What do people do in this place? I can identify characteristics of the four countries and their capitals	I can ask and answer questions about what a place is like and what features I may find there. I can begin to recognise landmarks and human and physical features of a place from aerial images.	I can ask and answer questions about the physical and human characteristics of a location outside of the UK (Europe) I can describe features of particular countries within Europe.	I can ask/answer questions and describe the key physical and human features of a location and how they have changed over time. (Comparing Spain to the UK) I can carry out fieldwork to observe and record the human and physical features in the local area.	I can give my views on the effectiveness of different representations of an area, such as the difference between aerial images and topographical maps. I can describe how physical features affect human activity in a location.	I can describe how the human and physical characteristics of a place may have changed over time. (Local Study- Bidston Biome) I can describe how some countries and geographical regions are interconnected and interdependent.

		I can observe my school and the surrounding areas and identify human and physical features.		I can carry out fieldwork to observe and record the human and physical features in the local area.		I can use fieldwork and map work to observe the human/physical features in the local area and record findings.. (How human and physical features encouraged Lord Leverhulme to develop Port Sunlight where he did)	
Investigating patterns  Physical processes Human Processes	I can understand some important process and changes in the natural world around them, including the seasons	I can identify the land use around my school.	I can understand geographical similarities and differences between an area of the UK and another country (Australia)	I can describe how our school's local area has changed over time. I can begin to name and locate the equator,northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.. Describe some of the characteristics of these geographical areas.	I can describe similarities and differences between countries. I can name and locate the equator,northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.. Describe some of the characteristics of these geographical areas.	I can describe the significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics and times zones. I can identify countries in the world that are in the same climate zone as the UK and how longitude and latitude can determine this. I can begin to understand some of the reasons for geographical similarities and differences between countries.	I can describe how the human and physical characteristics of a place may have changed over time. Understand some of the reasons for geographical similarities and differences between countries.
	I can identify some similarities and differences between the natural world around them, including seasons.	I can understand and talk about seasonal and weather patterns.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. I can identify some climate zones around the world.		I can describe the physical processes that cause earthquakes and volcanoes I can identify how climate affects the type of food that is grown around the world. (Climate zones)	I can describe how locations around the world are changing and explain reasons for this change. (Climate Change) I can identify that North America is the only continent that contains all Climate zones.	I can describe how some countries and geographical regions are interconnected and interdependent.
Communicate Geographically  Techniques	I can draw information from a simple map	I can begin to create my own simple maps of my local area and areas around school using basic or given symbols.	I can create my own simple maps of my local area and areas around school using basic or given symbols.	I can create my own simple maps of my local area and areas around school using symbols I have created.		I can create maps of locations and identify patterns, land use and climate zones I can begin to use 4 figure grid references, symbols and keys to navigate a map and communicate knowledge of the world I can identify key physical and human features of our locality and those of Port Sunlight on an OS map and input onto digimaps.	I can create maps of locations and identify patterns, land use, climate zones and population densities. I can use 4 figure grid and begin to use 6 figure grid references, symbols and a key(that uses OS symbols) to navigate a map and communicate knowledge of the UK and the world.
				<ul style="list-style-type: none"> Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. 	Describe key aspects of:	<ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones, biomes and mountains, and the water cycle. human geography, including: settlements, land use, energy, food,minerals, and water supplies. 	<ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones, biomes and rivers, mountains, human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources
		I can begin to use compass directions: North, South, East and West to describe locations.	I can confidently use compass directions: North, South, East and West to describe locations and locational language(eg near, far) to describe the location of features and routes on a map.	I can continue to use the 4 compass directions and begin to use North-East, North-West, South-East, South-West describe locations.	I can begin to use all 8 compass points to describe a location: North, South, East, West North-East, North-West, South-East and South-West.	I can use all 8 compass points to describe a location	I can use all 8 compass points confidently to describe a location. N, S, E, W N-E, N-W, S-E and S-W.

Communicate Geographically 	Town, village, city, country, path, house, Wellingborough, Fields, River, hills, church, shop, park, countryside,	Country, capital, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff and Belfast.	North America, South America, Antarctica, Africa, Europe, Asia, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean	equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic	equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle	colonised, indigenous, populous, sparsely, landlocked, landmass	international, destination, cargo, tourism, import, export, natural resources, sea freight, shipments, pollution, network
Vocabulary	England, London, city, capital city	sunny, cloudy, rain, snow, windy, thunder, heatwave, drought, flood, monsoon, blizzard, gale, hurricane and tornado	temperature, climate, weather, polar and tropical to describe a location	continents, land mass, population, river bed, source, mouth, channel, summit, mountain range.	continents, land mass, population, inhabitants and boundary, dormant, collision, magnitude, intensity, plates when describing volcanoes, earthquakes and tsunamis	tropical, temperate,, desert, tundra, savannah, marine, freshwater, polar, precipitation, expansive, ecosystem, Riparian biomes	settlements, land use, economic activity including trade links, the distribution of natural resources including food water supplies, climate zones, biomes, rivers, mountains, volcanoes and earthquakes.
	Weather, Rain, shower, drizzle, puddles, splash, wet, soaked, thunder, lightning, storm, hail, snow, ice, frost, sleet, cool, cold, freezing, sun, warm, hot, heat, clouds	beach, coast, forest, hill, mountain, ocean, river, city, town, village, house, shop.	beach, coast, forest, hill, mountain, ocean, river, weather, soil valley and vegetation. Human features including: city, town, village, house, shop, farm, factory and office.	congestion, pollution, network, national, international	summit, mountain range	climate zones, biomes, vegetation belts, rivers, mountains, settlements and land use. equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle	I can confidently use the correct names for: equator, northern hemisphere, southern hemisphere, The tropics of Cancer and capricorn, Arctic and Antarctic circle