Padiham Green Church of England Primary School

Jesus said, "Come, follow me." (Matthew 4:19)

Geography Progression Map

Intent

At Padiham Green our Geography curriculum will inspire children's curiosity and interest to explore the world in which they live and its people and how it has evolved. It will provoke thought, questions and encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it. It will equip children with geographical skills and develop their knowledge of the Earth's human and physical forms and processes. Geography will be an enjoyable learning experience and provide effective support through monitoring and CPD activities. Geography will provide cross curricular opportunities to ensure children are using key skills taught in other subjects and link them to geographical enquiry. Through Geography children will develop a mutual respect for other communities and cultures.

Implementation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge						
Local area School environment Countries around the world. Discuss different types of animals, where they live and what they eat.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Small area of the United Kingdom - Padiham. Green School	Name and locate the world's seven continents and five oceans Small area of the United Kingdom - Padiham Small area in a contrasting non-European country. The location of hot and cold areas of the world in relation to the	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Name and locate counties and cities of the United Kingdom. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Name and locate counties and cities of the United Kingdom. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	

Countries around the world.	Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Equator and the North and South Poles. Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	A region of the United Kingdom – Blackpool/ Lake District (Year 3) A region in a European country – Rhone Valley / Paris Basin (Year 4) Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	A region within North or South America the Rocky Mountain Range and The Amazon Basin (year 5) A region of the United Kingdom. A region in a European country. A region within North or South America. Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Mapping Skills			
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;	Use a range of maps and globes (including picture maps) at different scales. Use vocabulary such as bigger/smaller, near/far. Know that maps give information about places in the world (where/what?). Locate land and sea on maps. Use large scale maps and aerial photos of the school and local area. Recognise simple features on maps e.g. buildings, roads and fields. Follow a route on a map starting with a picture map of the school. Recognise that maps need titles. Recognise landmarks and basic human features on aerial photos. Know which direction is North on an OS map. Draw a simple map e.g. of a garden, route map, place in a story. Use and construct basic symbols in a map key.	Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. Use maps at more than one scale. Recognise that larger scale maps cover less area. Make and use simple route maps. Recognise patterns on maps and begin to explain what they show. Use the index and contents page of atlases. Label maps with titles to show their purpose Recognise that contours show height and slope. Use 4 figure coordinates to locate features on maps. Create maps of small areas with features in the correct place. Use plan views.	Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. Choose the most appropriate map/globe for a specific purpose. Follow routes on maps describing what can be seen. Interpret and use thematic maps. Understand that purpose, scale, symbols and style are related. Recognise different map projections. Identify, describe and interpret relief features on OS maps. Use six figure coordinates. Use latitude/longitude in a globe or atlas.

	Know that symbols mean something on maps. Find a given OS symbol on a map with support Begin to realise why maps need a key. Look down on objects and make a plan e.g. of the classroom or playground.	Recognise some standard OS symbols. Link features on maps to photos and aerial views. Make a simple scaled drawing e.g. of the classroom. Use a scale bar to calculate some distances Relate measurement on large scale maps to measurements outside.	Create sketch maps using symbols and a key. Use a wider range of OS symbols including 1:50K symbols. Know that different scale OS maps use some different symbols. Use models and maps to discuss land shape i.e. contours and slopes. Use the scale bar on maps. Read and compare map scales. Draw measured plans.

Fieldwork Skills			
They make observations of animals and plants and explain why some things occur, and talk about changes.	Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather, seasons, vegetation, buildings etc. Use simple compass directions (NSEW). Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.	Use the eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Make links between features observed in the environment to those on maps and aerial photos.	Use eight cardinal points to give directions and instructions. Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. Interpret data collected and present the information in a variety of ways including charts and graphs.

Enquiry and investigation Skills			
Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things They talk about the features of their own immediate environment and how environments might vary from one another.	Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. Recognise differences between their own and others' lives.	Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences.	Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Make predictions and test simple hypotheses about people and places.

Communication Skills			
Enjoys joining in with family customs and routines. They talk about the features of their own immediate environment.	Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather, seasons, vegetation, buildings etc. Use simple compass directions (NSEW). Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. Recognise differences between their own and others' lives. Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Interpret and create meaningful labels and	Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.	Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.

	symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary from the as well as to describe specific local geographical features (tube station, canal etc.) Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.		

Use of ICT / Technology			
	Use simple electronic globes/maps. Do simple searches within specific geographic software. Use a postcode to find a place on a digital map. Add simple labels to a digital map. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. Use programmable toys or sprites to move around a course/screen following simple directional instructions. Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather/seasons, vegetation, buildings etc. Describe and label electronic images produced.	Use the zoom facility on digital maps to locate places at different scales. Add a range of text and annotations to digital maps to explain features and places. View a range of satellite images Add photos to digital maps. Draw and follow routes on digital maps. Use presentation/multimedia software to record and explain geographical features and processes. Use spreadsheets, tables and charts to collect and display geographical data. Make use of geography in the news – online reports & websites.	Use appropriate search facilities when locating places on digital/online maps and websites. Use wider range of labels and measuring tools on digital maps. Start to explain satellite imagery. Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. Investigate electronic links with schools/children in other places e.g. email/video communication.

Impact						
A Reception child will know about similarities and differences in relation to places. They will talk about the features of their own immediate environment and how environments might vary from one another. Children will recall facts.	A Year 1 geographer will be able to name some famous landmarks in UK and compare how UK is the same or different to another country. They use their observational skills to draw a simple map, identifying the human and physical features. They talk about the different types of weather in different countries.	A Year 2 geographer will be able to name the 7 continents and UK countries and compare how UK is the same or different to another country. To discuss the different climate zones. To sort human and physical features found in particular region. To understand how globes and maps represent the world and create their own.	A Year 3 geographer will have a comprehensive understanding counties. They will have a knowledge of tectonic plates and how these are pivotal to the creation of volcanoes and earthquakes. They can explain the impact volcanoes and earthquakes have on people's lives. They can carry out fieldwork through the use of maps and four figure grid points.	A Year 4 geographer will know where Europe is and be able to name a number of its countries and significant physical features such as oceans, seas, rivers and mountain regions. They will be able to use an atlas to locate continents, countries and the physical features with confidence. The will know how a river changes from source to sea because of geographical processes.	A Year 5 geographer will be aware of the cities/states and varied human and physical features across the USA whilst being able to compare them with the UK. They will have used maps and read information from them and be able to plot their own maps using a variety of symbols. They will be able to use fieldwork to explore the different agriculture types across the UK and. A Year 5 geographer will be able to use four and six figure grid references and understand how contour lines are used.	A Year 6 geographer will be able to use a wide vocabulary of geographical terms to explain their understanding of countries around the world, making comparisons of many features including climate, population and lifestyles. They will be able to explain how the physical features of a country impact on land use and industry. They will be able to comment on the impact of humans on the environment.