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| Street Lane Primary School Geography Progression Map  “Each and every child is special to us. Throughout their learning journey we aim to develop self-belief, confidence, positive well-being and independence in a culture of mutual respect. We want our children to be the best that they can be”. | | | | | | |
| **Geographical Enquiry and Skills** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| I can observe features in the environment by pointing and looking closely  I can name simple features  I can use some descriptive vocabulary to describe features  I am beginning to compare features e.g. park compared to a house | I can ask and respond to simple questions  I can investigate my surroundings  I can make simple observations about where things are in my school and local area  I can make simple comparisons about different places    I can use picture books, pictures, stories, maps and the internet as sources of information  I can express my own views about people, places and environments  I can keep a weather chart and answer questions about the weather | | I can ask geographical questions and offer my own ideas  I can use stories, atlases, pictures, photos and the internet as sources of information  I can investigate places on more than one scale  I can begin to collect and record evidence  I can analyse evidence and begin to draw conclusions between 2 places  I can collect and accurately measure information (rainfall, temperature, noise level, wind speeds) | | I can suggest questions for investigating  I can use primary and secondary sources of evidence unaided  I can collect and record evidence unaided  I can analyse evidence and draw conclusions e.g. temperature of various locations  I can look at patterns and explain and reason | |
| **Geographical Skills and Fieldwork** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| I can notice detailed features of objects in the environment | I can use world maps to identify the different continents, oceans and the UK  I can understand the terms North, South, East and West  I am starting to recognise features and landmarks on aerial photographs  I am starting to use simple fieldwork to look at the school grounds and locate different features (human and physical)  I can draw a simple map  **Greater depth:**  I can locate places using a range of resources  I can locate features on a map  I can draw a map with a key | I can use world maps, atlases and globes to identify the UK and other countries and oceans.  I can use simple compass directions to describe the locational features on a map and give simple directions  I can use aerial photographs to recongise landmarks and basic human and physical features  I can draw a simple map  I can use and draw symbols in a key for my map  I can use simple fieldwork and observational skills to study geography of the school and its grounds  **Greater depth:**  I can use a range of resources to find different countries not studied at this stage  I can locate places using simple grid references | I can use maps, atlases, digital/computer mapping to locate countries and features covered in the UK and elsewhere  I can use some basic Ordnance Survey map symbols  I can use grid reference on a map  I can use an atlas by using the index to find places  I can use fieldwork to observe, record and find human and physical features of the local area  **Greater depth:**  I can use a range of resources to find different countries  I can use grid references to plot a route | I can use maps, atlases, digital/computer mapping to locate countries and features covered in the UK and elsewhere  I can use a four point compass and four figure grid references, symbols and keys to build my knowledge of the UK and areas studied  I can find, observe and record on sketch maps the human and physical features of the local area including maps and plans  **Greater depth:**  I can use a range of resources to find different countries  I can use grid references to plot a route | I can use a range of resources to locate countries and features covered in the world  I am starting to use an eight point compass and six figure grid references, symbols and a key to build my knowledge of the UK and the world  I can find, observe and record the human and physical features of the local area using different methods, including sketch maps, plans and start to use digital technologies  **Greater depth:**  I can locate features on a map using an eight point compass and six figure grid references | I can use a range of resources to locate countries and features covered in the world as well as parts of the UK  I can use an eight point compass and six figure grid references, symbols (Ordnance Survey) and a key to build my knowledge of the UK and the world  I can answer questions by using a map  I can confidently find, observe and record the human and physical features of the local area using different methods, including sketch maps, plans and use digital technologies  **Greater depth:**  I can locate and describe the features on a map using an eight point compass and six figure grid references |
| **Locational Knowledge** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| I can talk about or ask questions about my environment  I can talk about my observations | I can explain where I live and tell someone my address  I can name the four countries in the United Kingdom and locate them on a map  I can name some of the main towns and cities in the United Kingdom  **Greater Depth:**  I can locate the above places in atlases and globes | I can name the continents of the world and locate them on a map  I can name the world’s oceans and locate them on a map  I can name the capital cities of England, Wales, Scotland and Ireland  I can find where I live on a map of the United Kingdom  **Greater depth:**  I can reocgnise the location of the Equator and the North and South Poles | I can name a number of countries in the northern hemisphere  I can name and locate the capital cities of neighbouring European countries  I can name and locate some of the world’s most famous volcanoes  **Greater depth:**  I can locate different countries in Europe using a globe or atlas | I can locate the Tropic of Cancer and the Tropic of Capricorn  I can explain the difference between the British Isles, Great Britain and the United Kingdom  I know the countries that make up the European Union  I can find at least 6 cities in the UK on a map  I can name and locate some of the main islands that surround the United Kingdom  **Greater depth:**  I can locate different countries in Europe and North America using a globe or atlas | I can name and locate many of the world’s most famous mountainous regions in an atlas  I can name and locate many of the world’s most famous rivers in an atlas  I can name an increasing number of different countries in Europe and South America  **Greater depth:**  I can locate different countries in Europe and South America using a globe or atlas | I can name the largest desert in the world and locate desert regions in an atlas  I can identify and name the Tropics of Cancer and Capricorn, as well as the Arctic and Antarctic circles  I can explain how time zones work and calculate time difference around the world  I can name and locate all of the different countries in Europe and most in North and South America  **Greater depth:**  I can locate with ease different countries in Europe, North and South America using a globe or atlas  I can explain the significance of longitude and latitude |
| **Human and Physical Geography** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| I can say what is similar and different about places I visit  I can say if things are natural or man made | I can explain some of the main things that are in hot and cold countries  I can explain the clothes I would wear in hot and cold countries  I can explain how the weather changes throughout the year and name the seasons  I can keep a weather chart and answer questions about the weather  **Greater depth:**  I can explain the difference between human and physical features | I can identify seasonal and daily weather patterns in the United Kingdom  I can say what I like and do not like about the place I live in  I can describe a place outside of Europe using geographical words  I can describe some of the features of an island  I can describe the key features of a place from a picture using the words: beach, coast, forest, hill, mountain, ocean, valley  I can explain how an area has been spoilt and improved  I can explain the facilities that a village, town and city may need and give reasons  **Greater depth:**  I can use technical language and describe human and physical features | I can describe how volcanoes are created  I can describe how earthquakes are created  I am starting to describe and understand key aspects of physical geography and human geography (settlements and land use)  **Greater depth:**  I can locate and start to describe physical and human aspects of an area I have studied | I can describe why people may choose to live in one place rather than another  I can explain why people may be attracted to live in cities  I can describe and understand key aspects of physical and human geography  **Greater depth:**  I can locate and describe different physical and human features of land use of an area studied | I can explain why many cities are situated on or close to a river  I can explain why people are attracted to live by rivers  I can explain the course of a river  I can explain how a location fits into its wider geographical location with reference to human and economical features  **Greater depth:**  I can explain the impact of economic activity on the local area and its natural resources | I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like  I can describe how some places are similar and dissimilar in relation to their human and physical features  I can assess and understand key aspects of physical and human features  **Greater depth:**  I can explain the impact of economic activity on an area and start to understand the impact of trade links |
| **Place Knowledge** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| I can ask questions about where I live  I can say what is similar and different about places I visit | I can recognise similarities and difference between our local area compared to other areas in the UK  **Greater depth:**  I can confidently describe the local area and how it is different and similar to other places I have studied | I can say what I like and do not like about a different place  I can explain how jobs may be different in in other locations  I can describe a place outside of Europe using geographical vocabulary  I am starting to understand the geographical similarities and differences by studying a small area of the UK and comparing it to a small area of a contrasting country  **Greater depth:**  I can confidently describe the local area and discuss how it is similar and different to other places I have studied | I can use the correct geographical vocabulary to describe a place  I can recognise the geographical similarities and differences through the study of human and physical geography of different regions of the UK  **Greater depth:**  I can explain why some regions are different to others | I can plan a journey to a place in England  I can confidently recognise the geographical similarities and differences through the study of human and physical geography of different regions of the UK and a region in Europe  **Greater depth:**  I am starting to use appropriate technical language to describe similarities and differences | I can plan a journey to a place in another part of the world, taking account of time and distance  I can identify and describe the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in Europe and South America as well as explaining the importance of the region  **Greater depth:**  I can confidently use technical vocabulary to describe the similarities and differences | I can identify and describe the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in Europe and South America as well as explaining the importance of the region  **Greater depth:**  I can confidently explain the importance of a region |