



# St Albert the great Catholic Primary School

## Geography Progression Map



Locational and place Knowledge							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Cycle A overall EYFS topics</p> <ul style="list-style-type: none"> <li>All about me</li> <li>Traditional stories</li> <li>Kings and queens</li> <li>Travel</li> <li>Water</li> <li>Our world</li> </ul> <p>Cycle B overall EYFS topics</p> <ul style="list-style-type: none"> <li>Starting school</li> <li>Dinosaurs</li> <li>Animals</li> <li>People who help us</li> <li>Minibeasts</li> </ul> <p><b>**Topics may change according to child interest**</b></p>		<p>Cycle A</p> <ul style="list-style-type: none"> <li>What is Geography where I live like?</li> <li>Why don't penguins need to fly?</li> <li>Why does it matter where my food comes from?</li> </ul> <p>Cycle B</p> <ul style="list-style-type: none"> <li>Why do we love being by the sea so much?</li> <li>How does the weather affect our lives?</li> <li>How does the Geography of Kampong Ayer compare?</li> </ul>		<p>Cycle A</p> <ul style="list-style-type: none"> <li>What do some earthquakes cause damage?</li> <li>Beyond the magic Kingdom?</li> <li>How and why is my local area changing?</li> </ul> <p>Cycle B</p> <ul style="list-style-type: none"> <li>Why do so many people in the world live in megacities?</li> <li>Why are jungles so wet and deserts so dry?</li> <li>How can we live more sustainably?</li> </ul>		<p>Cycle A</p> <ul style="list-style-type: none"> <li>What are mountains so important?</li> <li>How do volcanoes affect the lives of people?</li> <li>What is a river?</li> </ul> <p>Cycle B</p> <ul style="list-style-type: none"> <li>How is climate change affecting the world?</li> <li>Why is fair trade fair?</li> <li>Who are Britain's National Parks for?</li> </ul>	
<b>As a geographer I can:</b>	<b>As a geographer I can:</b>	<b>As a geographer I can:</b>	<b>As a geographer I can:</b>	<b>As a geographer I can:</b>	<b>As a geographer I can:</b>	<b>As a geographer I can:</b>	<b>As a geographer I can:</b>
<p>Know that I live in the England more specifically Hemel Hempstead and go to St Albert the great Catholic School</p> <p>Talk about what they see around them, using a wide vocabulary.</p> <p>I can identify some of the features of my environment – eg. farm, garage, woods, park</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Have an understanding that the world is made up of lots of different countries and places</p>	<p>Know that I live in the England more specifically Hemel Hempstead and that there are other towns and cities around us including London</p> <p>Know that the world is made up of seas and land, and many countries.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (UW -People and communities - ELG)</p> <p>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 (UW-the natural world- ELG)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; (ELG)</p> <p>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. (ELG)</p>	<p>Name and locate the four countries making up the British Isles, with their capital cities</p> <p>Name the surrounding seas of the United Kingdom</p> <p>I can know about the local area and name some key landmarks</p> <p>Recognise similarities and differences of geographical features in my own immediate environment</p> <p>Talk about the main features of each of the four countries that make up the United Kingdom</p> <p>Talk about people and places within my local environment and beyond my local environment</p> <p>Compare Hemel Hempstead with a contrasting place in the UK</p> <p>Identify some features of a location in order to say whether it is a city, town, village, coastal or rural area</p>	<p>Locate and name some the continents on a World Map / globe / atlas</p> <p>Locate and label the five oceans on a map/ globe/ atlas</p> <p>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>I can know about the local area and name and locate key landmarks on a simple map</p> <p>Compare a local City/town in England with a contrasting city in a different country</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area</p>	<p>Locate and name the continents on a World Map / globe / atlas</p> <p>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Name and locate some counties and cities of the United Kingdom</p> <p>Locate and describe some human and physical Characteristics, including hills, mountains, cities, rivers, on a map.</p> <p>Name and locate some countries of Europe, North and south America on a map/atlas/globe</p> <p>share my own views about locations</p> <p>I can use a globe and map to identify the Poles, and equator</p> <p>Identify the main physical and human characteristics of the countries of Europe</p> <p>Describe geographical similarities and differences between a region in the United Kingdom and one in a European country</p> <p>Begin to notice how the locality of the school has changed over time</p>	<p>Explain my own views about locations, giving reasons</p> <p>Name and locate counties and cities of the United Kingdom using locational terminology (north, south, east, west) and the names of nearby counties.</p> <p>Locate geographical regions of the UK and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns</p> <p>Name and locate the countries of Europe, North and South America and some states on a map/globe/atlas</p> <p>Name, locate and describe some of the features of: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles</p> <p>Describe how the locality of the school has changed over time</p>	<p>Name and locate some of the countries and cities Europe, North and south America and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and begin to understand how some of these aspects have changed over time</p> <p>I can locate the UK's regions and major cities.</p> <p>I can locate places studied , and begin to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Understand some of the reasons for geographical similarities and differences between countries</p> <p>Explain how locations around the world are changing and explain some of the reasons for change</p> <p>Begin to understand and explain geographical diversity across the world</p>	<p>Name and locate several of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Name and locate the countries, cities, and regions of Europe and North and South America</p> <p>I can locate places studied , and 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)</p> <p>Explain and discuss a range of reasons for geographical similarities and differences between countries</p> <p>Explain how locations around the world are changing and explain some of the reasons for change</p> <p>Describe geographical diversity across the world</p>

Human and physical geography							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
As a geographer I can :	As a geographer I can :	As a geographer I can :	As a geographer I can :	As a geographer I can :	As a geographer I can :	As a geographer I can :	As a geographer I can :
Talk to you about the weather and I am beginning to notice the change in weather across different times of the year	Recognise some environments that are different to the one in which they live and talk about features and how they may vary and differ	Compare and contrast the human and physical features of two British localities naming some features using some key vocabulary. Eg Comparing and contrasting a farm with the seaside.	Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?	Ask and answer geographical questions about the physical and human characteristics of a location showing some basic knowledge of these areas.	Ask and answer geographical questions about the physical and human characteristics of a location	Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations	Collect and analyse statistics and other information in order to draw clear conclusions about locations
Talk about features that they see around them eg.in the spinney, on the school ground	Talk about features of their immediate environment	Talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis	Make observations about and describe the local area and its physical and human geography and begin to describe the features of somewhere not in the UK	Recognise features and some activities that occur in different settlements using a range of key vocabulary.	Describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle using simple vocabulary, and name some of the processes associated with them	begin to identify and describe how the physical features affect the human activity within a location	Identify and describe how the physical features affect the human activity within a location
Explore collections of materials with similar and/or different properties.	Look closely at similarities, differences and patterns and change in nature,	Identify land use around the school	Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences	Compare and contrast both human and physical features of contrasting places eg village and a city	Describe key aspects of human geography including settlements and land use of the UK and some other places around the world	Identify and describe the main human and physical characteristics of South and Central America	Identify and describe the main human and physical characteristics of North and South America
Name some natural objects found in our environment – eg acorn, pine cone, daisy	Make observations of the environment and explain why some things occur and talk about changes (eg in the seasons) (The World – ELG)	Show some understanding that the weather may vary in different countries around the world.	Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences	Recognise the main land uses within urban areas and the key characteristics of rural areas.	Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.	Understand that climate and vegetation are connected, and that our food is grown in many different countries because of their climate	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time
	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)	Identify land use around the school	Identify seasonal and daily weather patterns in the UK / local area	Describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in a European country	Use simple geographical vocabulary to describe significant physical and human features and talk about how they change.	Understand that animals and plants are adapted to the climate.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
		Use some geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office, shop to refer to the physical and human features of places studied	Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied	Describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country,	Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time	Describe some key physical processes and the resulting landscape features	Describe and understand key aspects of 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
				Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles	Identify the main physical and human characteristics of the countries of Europe	Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.	Know and understand what life is like In cities and villages and in a range of settlement sizes
				Show awareness of the physical and human characteristics of a European region and a region in North or South America.		Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time	Understand that products we use are imported as well as produced locally and why
				Describe how some physical processes can cause hazards to people		Begin to describe and show some understanding of key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Understand where our energy and natural resources come from and discuss different types Understand how climate and vegetation are connected in biomes
				Recognise that there are advantages and disadvantages of living in certain environments.		Understand that animals and plants are adapted to the climate.	Describe what the climate of a region is like and how plants and animals adapt to it
				Begin to describe the water cycle using simple vocabulary		Beginning to describe and show some understanding key aspects of 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	Understand how food production is influenced by climate.
						Describe some renewable and non-renewable energy sources and know where some of our natural resources come from.	Describe and understand a range of key physical processes and the resulting landscape features.

Geographical skills and fieldwork							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>As a geographer I can:</b></p> <p>Enjoy playing with small world models such as farm, a garage or a train track</p> <p>Answer simple ‘why’ questions.</p> <p>Happily explores the outside area and Spinney</p> <p>Use all their senses in hands-on exploration of natural materials.</p>	<p><b>As a geographer I can:</b></p> <p>Make comments about what they have heard (and seen) and ask questions to clarify their understanding (CL ELG)</p> <p>Engages in activities in the Spinney area and can talk about what they see and do.</p> <p>Engage in hands on activities exploring the world around them.</p>	<p><b>As a Geographer I can:</b></p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds</p> <p>Use simple maps and aerial photographs of the local area e.g. large scale print, pictorial etc, and locate our school grounds and features.</p> <p>Use locational language (e.g. near and far, left and right) to describe the location of features and routes</p> <p>Make simple maps and plans e.g. pictorial place in a story or map of my journey</p> <p>I can use a world map / globe/ atlas to locate and identify the British Isles, their capital cities, and the surrounding seas of the United Kingdom</p> <p>Assist in keeping a weather chart based on first had experiences and observations eg using picture symbols</p>	<p><b>As a Geographer I can:</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom as well as the countries, continents and oceans studied at this key stage</p> <p>Use a UK map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and a journey on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>Can devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p><b>As a Geographer I can:</b></p> <p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?</p> <p>Begin to analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why</p> <p>Communicate findings in ways appropriate to the task or for the audience</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</p> <p>Make simple fieldwork sketches/diagrams / graphs to present information</p> <p>Use fieldwork instruments e.g. camera, rain gauge</p> <p>Begin Use and interpret simple maps, globes, atlases and digital/computer mapping to locate the UK and its four countries and key features and to locate some countries of Europe, North and south America</p> <p>Use simple letter and number grid</p> <p>Use the 4 points of a compass</p> <p>Make plans and maps using symbols and keys</p>	<p><b>As a geographer I can:</b></p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes.</p> <p>Measure straight line distances using the appropriate scale om maps and atlases</p> <p>Explore and begin to use features on OS maps using 4 figure grid references ·</p> <p>Draw accurate maps with more complex keys and features in the correct order and in the correct places</p> <p>Plan the steps and strategies for an enquiry</p> <p>Make more detailed fieldwork sketches/ diagrams / graphs</p> <p>Make a simple scale plan of a room</p> <p>Use the 8 points of a compass and give direction instructions</p> <p>Use and interpret simple maps, globes, atlases and digital/computer mapping to locate the UK and its four countries and key features and to locate some countries of Europe, North and south America</p> <p>Use map/globe/atlas to identify some cities/states in North and South America and Europe</p>	<p><b>As a geographer I can:</b></p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Use 4-figure grid references and OS map symbols and atlas symbols.</p> <p>Use maps at different scales.</p> <p>Recognise that contours show height.</p> <p>Use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America.</p> <p>Use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p> <p>Make a sketch map with symbols.</p> <p>Use digital maps to identify human and physical features.</p> <p>Present information gathered in fieldwork using simple graphs.</p>	<p><b>As a geographer I can:</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in relation to</p> <p>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 his/her knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record the human and physical features in the local area</p> <p>Present findings from fieldwork sing a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Read and compare map scales</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc. · use maps, charts etc. to support decision making</p>