

Richard Bonington Primary School Progression Map for Key Concepts/Big Ideas of Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human	<p>Identify things in a location that have been made by people</p> <p>Identify a journey they go on</p> <p>Start to identify and name features such as those listed in KS1</p>	<p>Identify, describe and understand key human features such as: house, bungalow, flat, detached, semi-detached, terrace, shop, park, village, city, town, village, capital, building, factory, farm, factory, office, canal, railway, transport (and types), bridge, tunnel, roads, motorway</p> <p>Where do we live?</p>	<p>Recap year 1 but expand beyond immediate surroundings</p> <p>Study of Nottingham</p> <p>Study of London – landmarks</p> <p>Study of Rio</p>	<p>Describe, understand and compare key aspects of:</p> <ul style="list-style-type: none"> types of settlement, land use, <p>Human geography of Italy.</p>	<p>Describe, understand and compare key aspects of:</p> <ul style="list-style-type: none"> types of settlement, land use, economic activity <p>where does our food come from?</p>	<p>Describe, understand and compare key aspects of:</p> <ul style="list-style-type: none"> land use, economic activity, trade links, energy types and usage, <p>food,</p> <p>USA study</p>	<p>Describe, understand and compare key aspects of:</p> <ul style="list-style-type: none"> economic activity, trade links, energy types and usage, <p>food</p> <p>Why is our planet in peril?</p>

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Physical	<p>Identify things in a location that are living (not human made)</p> <p>Describe the weather and name different types of weather</p> <p>Identify how the weather changes what they do</p> <p>Start to identify and name natural features such as those listed in KS1</p>	<p>Identify, describe and understand key physical features such as: hill, stream, slope, river, lake, sea, ocean, island, waves, land, soil, rock, beach, mountain, wood, forest, cliff, coast, valley</p> <p>Identify the basic biomes (water/aquatic, land/terrestrial)</p> <p>What do we know about our world? Where do we live?</p>	<p>Identify, describe and understand key aspects of hot & cold areas of the world</p> <p>Identify the basic biomes (water/aquatic, land/terrestrial)</p> <p>Identify, describe and understand key physical features such as: hill, stream, slope, river, lake, sea, ocean, island, waves, land, soil, rock, beach, mountain, wood, forest, cliff, coast, valley, season, weather</p> <p>Identify the basic biomes (water/aquatic, land/terrestrial)</p> <p>What makes London special? Is Nottingham a town?</p>	<p>Describe, understand and compare key aspects of:</p> <ul style="list-style-type: none"> climate zones, mountains, volcanoes, earthquakes, <p>How wonderful is our world? Mountains, earthquakes and volcanoes.</p>	<p>Describe, understand and compare key aspects of:</p> <ul style="list-style-type: none"> climate zones, vegetation belts, rivers, water cycle distribution of natural resources: <p>Where does our food come from? Where does the river run?</p>	<p>Describe, understand and compare key aspects of:</p> <ul style="list-style-type: none"> climate zones, biomes, (aquatic, desert, forest, tundra, grassland) water cycle vegetation belts, distribution of natural resources: <p>USA study What are the biomes of the world? Animals of the world</p>	<p>Describe, understand and compare key aspects of:</p> <ul style="list-style-type: none"> vegetation belts, coasts distribution of natural resources: <p>Why is our planet in peril? What is our coast like?</p>

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Space and Scale	Name and identify:	Name and identify/locate:	Name and identify/locate	In addition to KS1 knowledge they must name/identify/locate:	In addition to KS1 knowledge they must name/identify/locate	In addition to previous year groups they must name/identify/locate	Continue to extend:
	Their home Their school Their village/town/city Their country	7 continents, 5 oceans. 4 countries of UK Capitals of UK UK surrounding seas Where they live What do we know about our world?	Equator, North and South Poles, 4 Compass points N, S, E, W 7 continents (recap) - focus on learning and locating South America 5 oceans (recap) Hot and cold	Key European countries (Including capitals of these) N. & S. hemispheres, Prime / Greenwich Meridian & time zones, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge, etc) How wonderful is our world? Where in the world is Italy?	Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc) 8 Compass points, 4 figure grid references. Where does the river run? How do I use maps to find my way?	Regions of Americas Continue to extend: Key countries studied (Including capitals of these), Key European countries (Including capitals of these) Regions of continents studied Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc) Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge, etc) USA topic What are the biomes of the world	Key countries studied (Including capitals of these), Key European countries (Including capitals of these) Regions of Europe, other continents studied Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc) Why is our planet in peril? What is our coast like?

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Change and sustainability Change and human impact	Identify how a place has changed Identify how people have changed a place or feature	Explain how some people try to make an area better	Explain how some people spoil an area	Suggest ways a location could be changed and/or improved Explain how a location has changed over time (physical and human elements)	Explain how a location has changed over time (physical and human elements) Explain how people are trying to manage and sustain or improve their environment Where does our food come from? Where does the river run?	Explain what a place might be like in the future taking account of issues impacting on a human and/or physical features	Identify ways in which humans have both improved and damaged the environment and suggest responses Explain how some human activity has caused damage to the environment

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Personal viewpoint	<p>Identify which bits of a place they like</p> <p>Identify which bits of a place they don't like or feel worried or unhappy in</p>	<p>Say what they like about their locality</p> <p>Say what they don't like about their locality</p>	<p>Say what they like about another locality</p> <p>Say what they don't like about another locality</p>	Identify different viewpoints on a geographical issue or feature	Identify different viewpoints on a geographical issue or feature	<p>Explain why people may have different viewpoints on a geographical issue or feature</p> <p>Explain why people are attracted to live by specific geographical (physical and human) features</p> <p>Explain the negative impact of living by specific geographical (physical and human) features</p>	<p>Explain why people may have different viewpoints on a geographical issue or feature</p> <p>Explain why people are attracted to live by specific geographical (physical and human) features</p> <p>Explain the negative impact of living by specific geographical (physical and human) features</p>

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Geography mapping	<p>Know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Draw a simple map based on story or other real stimulus</p>	<p>Use world maps, atlases and globes to identify the UK, its countries & surrounding seas, locate 7 continents and 5 oceans.</p> <p>Devise a simple map of school</p> <p>Use and construct symbols in a key</p>	<p>Use simple compass directions (N,S,E,W) and locational & directional language (e.g. near and far, left and right) to describe location of features and routes on a map</p> <p>Devise a simple map of local area</p> <p>Use and construct symbols in a key</p>	<p>Use world maps, atlases and globes to identify hemispheres, the equator, tropics of Cancer and Capricorn and Arctic and Antarctic regions.</p> <p>Name and locate the capital cities of neighbouring European countries</p>	<p>Know and use the eight points of a compass (N, NW, W, SW, SE, E, NE)</p> <p>Begin to use 4 figure grid references</p> <p>Use basic OS map symbols</p> <p>Begin to use the scale bar to estimate distances</p> <p>Make a map of a short route with features in the correct order.</p>	<p>Use world maps, atlases and globes to identify main countries in continents of the world</p> <p>Identify the tropics of Cancer</p> <p>Use digital mapping</p> <p>Name and locate many of the worlds most famous mountain regions on a map</p>	<p>Use world maps, atlases and globes to identify main countries in continents of the world</p> <p>Identify the tropics of Cancer</p> <p>Begin to understand longitude and latitude on a globe or atlas</p> <p>Begin to use 6 figure grid references</p> <p>Follow a route on 1:50 000 OS map</p> <p>Use digital mapping</p> <p>Use symbols and keys including those on OS maps</p>

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Fieldwork	Talk about the features of their own immediate environment and how environments might vary from one another	<p>Begin to use fieldwork (e.g. sketching, photographing) and observational skills to study the geography of school and its grounds, and the key human and physical features of its surrounding environment</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p>Begin to use fieldwork (e.g. sketching, photographing) and observational skills to study the geography of our locality and the key human and physical features of its surrounding environment</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	Use fieldwork skills of surveying, interviewing, photography and observations to understand how a locality has changed over time	<p>Begin to use computer mapping</p> <p>Create sketch maps</p> <p>Begin to measure record and present the human and physical features in the local area using a range of methods, plans and graphs, and digital technologies</p>	<p>Make detailed sketches and plans</p> <p>Devise geographical questions to guide research</p> <p>Use data from text, images and maps to make meaning and draw reasonable conclusions</p>	<p>Make detailed sketches and plans</p> <p>Devise geographical questions to guide research</p> <p>Use data from text, images and maps to make meaning and draw reasonable conclusions</p> <p>Understand land height is shown on OS maps using contour lines</p> <p>Describe and interpret relief features</p>

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Key Vocabulary	Map Directional Language • Forward • Backward • Left • Right • over there Physical vocab Hill, Sea, Island, Land, Soil, Rock, desert Beach, Wood, Season, Weather Human Vocab Types of houses, Shop, Park, Building, Farm, Tunnel, Road, Station	Globe, atlas, Continent, ocean, compass, Equator, North Pole South Pole, country, City, Town, Village, Postcode, Map Physical vocab: Hill, stream, river, lake, sea, ocean, forest, cliff, coast, Land, Soil, Rock, Beach, Wood, Season, Weather Human Vocab: village, city, town, capital, factory, office, canal, transport, motorway Types of houses, Shop, Park, Building,	Continent, ocean, equator, North pole, South pole, globe, atlas, country, city capital city, town, village, postcode Physical vocab: Hill, stream, river, lake, Sea, ocean, forest, cliff, coast, valley Island, Land, Soil, Rock, Beach, Wood, Season, Weather, rural Human Vocab: village, city, town, capital, factory, office, transport, motorway	• hemisphere • county • time zone • deforestation • Tropics of Cancer/ Capricorn • Arctic/Antarctic Circle • city capital city • globe • atlas • continent • ocean • equator • North/south pole • Human features • Physical features • Country • town • village • coastal • rural • mountain volcano • lake • island	• Biome • regions • tropics • erosion • Human features • Physical features • Mountain • hill • river • City • Tropics of Cancer • Capricorn Farming/produce Distribution Economic Minerals River source waterfall floodplain mouth channel tributary meander, confluence	• Biomes • Geographical diversity • regions • tropics • Human features • Physical features • Mountain • hill • river • City Employment Settlement	• industrial area • developed area • third world area • ordinance survey symbol • grid reference • Greenwich Meridian Line • Equator • Northern Hemisphere • Southern Hemisphere • time zones Pollution Non renewable energy Renewable energy Hydropower solar power geothermal biomass coastal sea defences beach pollution non-biodegradable biodegradable deforestation drought Flood Climate change Natural resources

		Farm,,Railway,Bridge, Tunnel, Road, Station	Types of houses,Shop, Park, Building, Farm, , airport	<ul style="list-style-type: none">• valley• river• cliff• forest			
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