



Abbey Primary School - Geography Progression



Geographical Concepts:

Space Understanding location - a specific geographical point on the earth's surface	Place Understanding the physical and human characteristics of a location and the meaning humans attach to it	Cultural understanding and diversity Appreciating the differences and similarities between people, places, environments and cultures	Interdependence Understanding the social, economic, environmental or political connections between places	Sustainability Exploring sustainable development and its impact on environmental interaction	Scale Appreciating different scales (from personal and local to national, international and global)	Change Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies
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Year Group	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Question and Locations Studied	Key Question: What makes us proud of Abbey Primary School? Locations: In and Around School Zoom into: In and around Abbey Primary School Visit: Locality Walk	Key Question: What is it like to live in Mansfield? Locations: UK - Mansfield, Nottinghamshire Zoom into: Sherwood Forest Visit: Sherwood Forest - Field Visit	Key Question: Why are some countries hotter than others? Locations: UK - Four Countries Equatorial Country Zoom into: Kenya, Africa Enhancing Visit: Yorkshire Wildlife Park - Field Visit (Countries, continents, and environments of animal breeds)	Key Question: How is global warming impacting our world? Locations: UK - Neighbouring County Derbyshire Zoom Into: Iceland Enhancing Visit: Castleton Derbyshire - Residential Visit	Key Question: Does the world shape us, or do we shape the world? Locations: UK - Coastal Location Zoom into: Italy - Naples (Mount Vesuvius) Enhancing Visit Robin Hood's Bay/Boggle Hole Coastal Location -	Key Question: How does the Amazon Rainforest sustain life? Locations: UK - Counties and Cities Zoom into: (Brazil) The Amazon Rainforest Enhancing Visit: Duke's Barn Residential - Field Visit (Navigation Activity) Fair Trade Focus	Key Question: Evolution - is change always positive in our world? Locations: Major UK City - London Zoom into: Galapagos islands - South America Enhancing Visit: London - UK Capital

NC Strand I: Locational Knowledge	The United Kingdom	Locate the United Kingdom on a map. Begin to name and locate countries of the United Kingdom on a map.	Name and locate the four countries of the United Kingdom on a map and globe.	Name and locate capital cities of the United Kingdom and its surrounding seas.	Name and locate vegetation belts across the United Kingdom, explaining how some of these have changed over time.	Name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places these rivers pass through.	Name and locate counties and cities of the United Kingdom, identifying some of their human and physical characteristics.	Describe in detail the human and physical characteristics of some of the largest cities of the United Kingdom, taking into account aspects such as residential population, economic activity and transport systems.
	The World	Locate the land and sea on various maps and globes.	Find and name some continents on a world map.	Name and locate the world's continents and oceans on a world map.	Make comparisons of the same geographical feature in different countries.	Locate the countries of Europe (including Russia) and North and South America on a world map.	Describe and explain similarities and differences (human and physical) of South America	Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America.
	Positioning	Explore maps and a globe to begin to understand the location of different countries.	Locate hot and cold areas of the world.	Locate the equator and the North and South poles.	Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic Circles - <i>discuss population, landmass and water within each hemisphere.</i>	Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn to a range of countries and of the world.	Begin to use and explain the significance of latitude and longitude and the Prime Greenwich Meridian.	Use and explain the significance of latitude and longitude and the Prime Greenwich Meridian. Explain how time zones (including day and night) of different countries around the world affect the human physical geography of a place.
	Direction	Use simple locational language to describe familiar locations.	Begin to use directional vocabulary. Say which direction is N,S,E and W. Use simple locational language to describe the location of	To use directional vocabulary to explain the position of themselves or environmental features/objects. Use compass directions N,S,E and W to describe the location of	Begin to use the eight points of a compass to describe the location of a country or geographical feature. Use 2 figure grid references to locate features on a map.	Use the eight points of a compass to describe the location of a country or geographical feature. Plot a route on a map or globe from one place to another, identifying countries or	Give directions and instructions to 8 cardinal compass points. Use 4 and 6 figure grid references to locate features or locations.	Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.

			geographical features on a map and in fieldwork.	geographical features and routes on a map. Know which direction in N on an ordnance survey map.		significant landmarks that are passed. Use 4 figure grid-references to locate features or locations on a map.		Use 6 figure grid references to locate features or locations.
NC Strand 2: Place	Places	Identify some similarities/differences in each country e.g. food, language, weather and traditions.	Identify the similarities and differences between the local environment and one other place.	Describe and compare the physical similarities/differences between an area in the United Kingdom and an area of a contrasting country.	Compare and contrast areas of vegetation and biomes in two different areas.	Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places.	Compare and contrast how areas of the world have capitalised on their physical and human features.	Describe how physical and human processes can lead to similarities/differences in the environment.
	Changes Over Time	Discuss changes that occur in their environment - both man-made and natural. E.g. weather, classroom/outdoor environment	Explore and explain what changes are taking place in the local environment.	Explain how a specific place has changed over time.	Identify changes in the local and global environment.	Describe how features of a place, can affect the lives and activities of the people living there.	Explain how things change by referring to the physical and human features of the landscape.	Explain how physical and human processes lead to diversity and change in places.
Environmental, Physical and Human Geography	Human and Physical	Recognise the difference between natural and man-made objects/ events.	Use the correct terms for simple geographical (physical and human) features in the local environment.	Describe and compare human and physical features seen in their local environment and in another contrasting country.	Describe and compare different features of the human and physical geography of a place, offering explanations for the locations for some of these features.	Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.	Describe how human activity has impacted upon and /or changed the physical and human characteristics of a place in the world.	Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.
	Perspective and Scale	Identify features of the school and local environment on an aerial map. Make a simple plan of a familiar area/object from above.	Recognise simple human and physical features on large scale aerial photographs or simple maps, showing an awareness that objects look different from above.	Identify geographical, human, and physical features using an aerial photograph. Begin to draw objects to a scale of 1:1.	Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences.	Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion.	Explain what physical and human processes may have occurred in a place by studying an aerial image of it.	Use the web and satellite mapping tools to find out and present geographical information about a place.

		Know how to zoom in/out of maps/photographs.	Look down on objects and make a plan e.g. playground or objects in a room. Know that when 'zooming in' a smaller area in more detail can be seen.		Begin to make a simple scale plan of a room or area with whole numbers e.g. 1 sq.cm = 1 metre Use maps and aerial views to talk about the physical and human features of places. Begin to use a scale bar to estimate and calculate some distances.	Use maps and aerial views to describe and explain the physical and human features of places. Make a scale plan of an area with whole numbers e.g. 1 sq. cm = 1 metre Use a scale bar to estimate and calculate some distances	Use a range of viewpoints up to satellite including oblique, bird's eye, aerial etc. Use a scale bar on a range of maps to approximate and calculate larger distances. Use a linear scale to measure rivers. Begin to describe height and slope using maps, fieldwork and photographs.	Discuss the similarities and differences of different viewpoints and their uses. Read and compare map scales to estimate and calculate distances. Describe height and slope using maps, fieldwork and photographs.
	Sustaining Environments	Suggest and carry out jobs to keep the local environment healthy.	Explore how pollution affects the environment. Include examples of - land, sea and air pollution	Suggest ways to improve the local environment.	Explain how humans, both negatively and positively, impact the environment	Know and suggest further strategies for humans to sustain the environment.	Explain the effects of commercial and industrial activity on the local environment and suggest ways to improve this both locally and globally.	Evaluate the effectiveness and impact of environmental movements to sustain or improve the environment.
	Processes - Physical and Human	Describe some actions that humans do to change their local area (negative/positive). Describe some effects that the weather has on their local area (negative/positive).	Describe in simple terms how wind or water has affected the geography of an area.	Describe how a physical or human process has changed an aspect of an environment.	Describe and explain how physical processes have changed the characteristics of a landscape, country or continent.	Explain how physical processes of erosion, transportation and deposition affect the environment.	Describe how physical and human characteristics give a continent its unique characteristics.	Describe how physical characteristics and processes affect humans and, in turn, how humans affect the physical processes and characteristics of the environment.

	Patterns	Identify patterns within the local area e.g. weather, seasons, effects of rainfall (flooding), sun (dry conditions and plants dying etc).	Answer simple questions regarding geographical patterns.	Explain simple patterns and offer an explanation.	Provide a reasonable explanation for features in relation to location.	Describe patterns in geography and offer clear explanations for why they exist.	Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features in relation to others.	Identify geographical patterns on a range of scales.
	Weather and Climate	Observe that the four seasons repeat every year in the same order and that this links to weather patterns.	Name the four seasons and describe typical weather conditions for each of them.	Locate hot and cold areas of the world in relation to the equator and the North and South Poles and explain how the weather affects these areas.	Sequence and explain the features of a physical weather process such as freezing.	Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism.	Describe how weather and climate affects land use and food production.	Explain how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there.
Geography Skills and Fieldwork	Field Work	Name and describe features of the home environment from first-hand observation.	Name, describe and group features of the home/school environment from first-hand observation, responding to simple questions.	Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions.	Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.	Propose geographical questions, collecting and recording specific evidence to answer them.	Choose the best method of recording observations and measurements, including sketch maps, plans, graphs, and digital technologies.	Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets.
	Progression in Maps Used	Aerial Photographs of familiar places/features Access to a globe Access early atlases Aerial plan of outdoor area to form part of continuous provision Bee bot maps	Key stage appropriate atlases, maps and globes (All classes should have access to atlases in reading materials) Large scale street maps Ordnance Survey Maps (1:1250 - 1:2500) Aerial Photographs Games with maps and globes	Key Stage appropriate atlases, maps and globes Large scale street maps Large Scale Ordnance Survey Maps (1:1250 - 1:2500 AND 1:10000) Aerial Photographs Oblique and bird's eye-view (closer than an aerial view in terms of height from object) Games with maps and globes Maps with 2-4 figure co-ordinates (2 figure in Y3 and 4 figure in Y4)		Key Stage appropriate atlases Large scale street maps Large Scale Ordnance Survey Maps (1:1250 - 1:2500, 1:10000, 1:25000 and 1:50000) Aerial Photographs Oblique and bird's eye-view (closer than an aerial view in terms of height from object) Games with maps and globes Moving from 4 to 6 figure co-ordinates (4-6 figure in Year 5 and 6 figure in Y6)		
	Mapping	Know that maps show/give information about the world Draw a simple map of an area within the immediate environment or in a story.	Begin to identify and include a title on maps. Draw a simple picture map (e.g., of a familiar area or an imaginary	Identify and include the title on prepared and own maps. Label maps with simple words, pictures or captions.	Begin to give maps an appropriate title that shows their purpose. Draw a sketch map and plans using agreed symbols for a key.	Give maps an appropriate title that shows their purpose. Draw sketch maps and plans using agreed and standardised	Draw a plan with a simple scale e.g. garden/play park. Begin to draw thematic maps e.g. local, open spaces.	Draw an accurate scaled plan. Draw thematic maps e.g. local, open spaces.

		Recognise simple features on maps such as buildings and roads.	place from a story), labelling features. Suggest some symbols or colours for features on the maps drawn - beginning to understand how to create a simple key.	Draw simple maps or plans (of a real and an imaginary place) using some symbols (own and agreed) for a key.	Begin to draw and use simple route maps with features in the correct order.	Ordnance Survey symbols and a key. Draw and use simple route maps with features in the correct order.	Draw sketch maps and plans using agreed and standardised Ordnance Survey symbols and a key.	Know some 1:50000 symbols and atlas symbols.
	Using maps	Explain the purpose of a map. Can follow a simple route on a prepared map. Recognise simple features on simple maps such as buildings and roads. Identify familiar objects/locations e.g. around the school from an aerial photograph. Know that symbols on simple maps show features.	Know that maps give information about the world (where things are). Explain the purpose of a map. Locate countries on a UK map. Begin to follow a route around the local area on a prepared map. Begin to know that symbols mean something on maps) Recognise features on maps: buildings, roads and fields. Use maps to talk about everyday life e.g. where I live, journey to school etc.	Know that maps give information about the world (where things are and what it is like there). Begin to use an age appropriate atlas. Locate continents and oceans on a world map. Explain what information can be found from maps/aerial photographs used. Find a given Ordnance Survey symbol on a map. Follow a route around a familiar area using a map. Use maps to talk about everyday life e.g. familiar places in the locality. Begin to understand why maps need a key.	Begin to explain what places are like using maps at a local scale. Recognise patterns on maps and begin to explain what they show. Begin to recognise the purpose of a thematic map. Begin to recognise the difference between aerial and oblique view. Locate geographical features on a map or atlas using symbols in key.	Explain what places are like using maps at a local scale. Understand patterns on maps and explain what they show. Recognise the purpose of a thematic map. Recognise the difference between oblique and aerial views in maps and diagrams. Use the contents page of an atlas. Begin to recognise that contours show height and slope.	Begin to interpret distribution and thematic maps maps for information. Use the contents and index page of an atlas. Begin to appreciate different map projections. Compare land use and geographical features on different types of maps. Plan a route on a map, saying what might be seen. Recognise that contours show height and slope.	Interpret distribution and thematic maps maps for information. Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping. Appreciate different map projections. Follow routes on maps saying what is seen e.g. planning and tracking the journey to London (residential). Follow a route on a 1:50000 Ordnance survey map; describe and interpret relief features.

				Begin to explain why places are where they are.				
	Digital Mapping	Add objects to a map as markers when using programmable toys or in small world play.	Add simple printed, written or drawn labels or symbols to a map. Begin to find places using a simple name search. Draw around familiar places or features on a map to show their type and location. Begin to use the line tool on digimaps to show the distance to a familiar place or along a planned route. Use the zoom in feature on photographs and maps.	Begin to label and add markers to maps using digimaps. Find places using a name search or postcode. Use the line or shape drawing tools on digimaps to draw around key features e.g. houses, trees etc. to show similarities/ differences. Use the line tool on digimaps to show the distance to a familiar location or to plot a planned route. Explain that when you 'zoom in' you see smaller area in more detail.	Begin to add labels, captions and pictures to maps to help explain features and places - using digimaps. Highlight an area on a map using shape and colour so that areas can be compared in terms of size/shape. Use the zoom function to locate and explore places.	Add labels, captions and pictures to maps to help explain features and places - using digimaps. Highlight a small, regular area on a map and measure it using the area measurement tool. Use the zoom function to explore places and understand that this changes the scale of a view.	Add shapes and colour to maps to illustrate a theme e.g. land use, biomes, climate etc. Highlight a linear route or area of a location or country and make comparisons in terms of size/distance.. Begin to use maps to research factual information about locations and features.	Combine area and point markers to illustrate a theme. Use maps at different scales to illustrate a story or issue. Use linear or area measuring tools accurately to illustrate a point. Use maps to research factual information about locations and features.
	Express Views	Respond to questions about familiar places/environments.	Ask and respond to questions about places/environments.	Use given information and observations to ask and respond to questions about the environment, recognising how people affect this.	Provide reasons for their observations, views and judgements regarding places and the environment.	Offer reasons for their own views and recognise that other people may hold different views.	Discuss and comment on a range of views people hold about environmental interaction and change.	Recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change.

	Research	Use simple maps, pictures and stories to find out about different places.	Use maps, pictures and stories to find out about different places.	Use maps, information texts, stories and the web to gather information about the world's human and physical geography.	Locate the appropriate information needed for a task from a source material.	Suggest which source material to use for a specific task, locating the information needed.	Use search engines, index, contents and other research techniques to locate and interpret geographical information.	Use search engines, index, contents and other research techniques to locate and interpret geographical information. Identify gaps in information collated and suggest ways of finding it.
	Data	Notice and talk about key features within the locality.	Collect data during fieldwork such as the number of trees, houses or shops etc.	Collect and organise simple data from first and second-hand sources including fieldwork.	Analyse data collected from first-hand observations and experiences, identifying any patterns.	Collect and analyse data from first and second-hand sources, identifying and analysing patterns and suggesting reasons for these.	Suggest sources or methods for finding data related to a task and analyse data collected to draw conclusions about a place or a geographical issue.	Analyse and present more complex data from different sources, suggesting reasons why it may vary.