

Progression Map

Geography	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical skills and fieldwork</b>								
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Discuss routes and cations, using words like 'in front of' and 'behind'.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>To begin to understand routes and cations, using words like 'in front of' and 'behind'</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise that some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple geographical questions e.g. What is it like to live in this place? (Prescot and other towns and cities in the United Kingdom)</li> <li><b>Use simple fieldwork and observational skills to study the geography of their school and its grounds, exploring the key human and physical features of its surrounding environment.</b></li> <li><b>Use simple maps to identify the location of the United Kingdom and Prescot.</b> E.g. large scale etc.</li> <li><b>Use locational and direction language (near, far, left, right) to describe the location of features and routes on a map.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Use world maps, globes, atlases and digital mapping to name, locate and identify the UK and its countries, as well as other countries, continents and oceans.</b></li> <li>Identify the location of hot and cold areas in the world in relation to the equator and the North and South Poles</li> <li><b>Use simple compass directions (NESW), use locational and directional language to describe the location of features and routes on a map.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Name geographical regions and their identifying human/physical characteristics and Name Key topographical features- rivers (River Mersey).</b></li> <li><b>Describe and understand key aspects of physical geography.</b></li> <li><b>Use fieldwork to observe, measure, record, present the human and physical features in the local area.</b> Using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> <li><b>Use eight points of a compass.</b></li> <li><b>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the UK's rivers and seas.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Ask geographical questions on Liverpool and describe the landscape, why is it like this? How is it changing? What do you think about that? (mountains)</b></li> <li><b>Describe and understand key aspects of; physical geography.</b></li> <li><b>Use four figure grid references.</b></li> <li>Understand and use a widening range of geographical terms e.g. <b>specific topic vocabulary</b> – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes.</li> <li><b>Use symbols/ keys including ordinance. Introduce 6 grid references.</b></li> <li>Use Maps, atlases, globes, digital computer mapping to locate countries and describe features.</li> </ul>	<ul style="list-style-type: none"> <li><b>Research</b> to ask geographical questions about <b>Liverpool</b> and. North America e.g. describe the landscape, why is it like this? How is it changing? What do you think about that? What do you think the landscape might be like if... continues?</li> <li><b>Use eight points of a compass, six figure grid references, symbols and keys to build knowledge of the wider world.</b></li> <li>Use field work of Liverpool to observe, measure and record information. Sketch maps, plans and graphs and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li><b>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features. Focus on South America concentrating on environmental regions, key physical and human characteristics, countries and major cities.</b></li> <li><b>Use eight points of a compass, four and six grid figure references, symbols and key to build knowledge of the United Kingdom and the wider world.</b></li> <li>Understand and use a wide range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links.</li> <li><b>Describe and locate features on maps, atlases globes and digital computer mapping.</b></li> </ul>	

Progression Map

	<b>Locational Knowledge</b>							

## Progression Map

	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Describe a familiar</li> <li>To talk about different countries in the world and talk about the differences they have seen in photos.</li> <li>To know that Nursery is part of St Luke's school.</li> </ul>	<p><b><u>Understanding the world</u></b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>To know that St Luke's is part of Prescott.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how some places are linked to other places, e.g., <b>Towns and cities in the UK. Connected by roads, trains etc.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Name and locate the world's seven continents and five oceans.</b></li> <li><b>Name, locate and identify characteristics of the four countries and capital cities of the UK and begin to understand where Liverpool is located.</b></li> <li><b>Name, locate and identify characteristics of the seas surrounding the UK. Know the location of: some capital cities of countries in the UK.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Name and locate countries of the UK and their key topographical features.</b></li> <li><b>Name and locate major cities of the UK and develop understanding of the location of Prescott and the borough of Knowsley.</b></li> <li><b>Locate countries within Europe.</b></li> <li><b>Identify human and physical features of a country in Europe.</b></li> </ul>	<ul style="list-style-type: none"> <li>Locate key mountain ranges of the world and locate areas of higher ground in the United Kingdom.</li> <li>Describe how tourism in different areas affects mountain ranges. Name and locate countries and cities of the U.K, geographical regions and their identifying human and physical characteristics.</li> </ul>	<ul style="list-style-type: none"> <li><b>Identify and describe the significance of time zones.</b></li> <li><b>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of UK power stations.</b></li> <li><b>Use symbols/ keys including ordinance.</b></li> <li><b>Use Maps, atlases, globes, digital computer mapping to locate countries and describe features.</b></li> <li><b>Use six figure grid references</b> Recognising that people have differing quality of life of living in</li> </ul>	<ul style="list-style-type: none"> <li><b>Locate the worlds countries using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</b></li> <li><b>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of UK imports and exports.</b></li> <li><b>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</b></li> </ul>
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## Progression Map

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Progression Map

Human and Physical geography

**Understanding the World**

- Begin to understand the need to respect and care for the natural environment and all living things.

**Understanding the World**

- Explore the natural world around them.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons.

- Identify physical and human features of Prescot and the UK.
- Describe seasonal and daily weather changes locally.
- Use basic geographical vocabulary to refer to key physical features of Prescot.
- Use basic geographical vocabulary to refer to key human features of Prescot.
- Identify seasonal and daily weather patterns in the UK.

Ongoing throughout year 1, observing the Ongoing throughout year 1, observing the seasons.

- Identify physical and human features of Liverpool and North and South America.
- Identify seasonal and daily weather patterns in the United Kingdom (focusing on Liverpool) and the location of hot and cold areas of the world in relation to the equator. (Focusing on North and South America and the North and South Poles)
- Use basic geographical vocabulary to refer to key physical features of Wigan, North and South America. Including: beach, cliff, coast, forest, hills, season and weather.
- Use basic geographical vocabulary to refer to key human features.
- Know about changes to Liverpool, North and South America environments over time

- Identify physical and human features of two capital cities in Europe.
- Describe and understand key aspects of weather conditions of Liverpool.
- Fieldwork opportunity – identifying and describing how Liverpool has changed over time. Liverpool Museum.
- Explain about key natural resources, including energy, food, minerals and water.

- Explore extreme weather conditions. Develop understanding about the water cycle (cross curricular link with Science topic)
- Describe how people have affected and been affected by changes in the environment and the reason for these changes both negative and positive.
- Explain about key natural resources. Including energy, food, minerals and water.

- Identify types of settlement and land use.
- 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 in the context of electricity generation and distribution.
- To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of exports from El Salvador.
- 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 in the

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								<p>natural resources including energy, food, minerals and water in the context of food miles.</p> <ul style="list-style-type: none"> <li>• <b>Explain about natural resources.</b> Including <b>energy, food, minerals and water.</b></li> <li>• Describe and understand key aspects of human geography by comparing resource supplies in the UK and abroad.</li> <li>• <b>Understand why people seek to manage and sustain their environment.</b></li> </ul>	<p>context of fair trade.</p> <ul style="list-style-type: none"> <li>• <b>Describe and understand key aspects of physical geography, including: climate zones, biomes, rivers, mountains.</b></li> <li>• Explain about key natural resources <b>including energy, food, minerals and water.</b></li> <li>• Know about changes to the environments over time including the human effect.</li> <li>• <b>Understand why people seek to manage and sustain their environment.</b></li> </ul>
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### Place Knowledge

<p>Understanding the World</p> <ul style="list-style-type: none"> <li>• Awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and park.</li> </ul>	<p>Understanding the World</p> <ul style="list-style-type: none"> <li>• Name and locate different parts of the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</b></li> <li>• <b>Identify seasonal and daily weather patterns in the United Kingdom.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand geographical similarities and differences through the study of human and physical geography.</b></li> <li>• <b>Discuss</b> some present changes that are happening in the local environment- Prescot.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand and know about extreme weather conditions across the world.</b></li> <li>• Know about some present changes that are happening in the local environment – Liverpool.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand and know about extreme weather conditions across the world.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region within North America.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region within South America.</li> </ul>
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