

Geography Overview and Progression Grid



Communicators	Explorers	Readers	Believers
<p>Children will explore how to communicate their learning in a range of ways. They will be able to present data that they have gathered in a range of ways as well as creating maps to show the world around them in different ways. They will use different forms of technology to share their learning as well as voice their opinions about differences, changes and others' viewpoints.</p>	<p>Children will explore the world around them, from school, to Ellesmere Port and to the whole world. They will learn what life is like in different countries and how this compares to their own life. They will undertake a range of field work which will help strengthen their knowledge of human and physical elements of Geography.</p>	<p>We encourage children to read information that they are given about their specific topics and become good researchers. They will be introduced to fiction and non-fiction books that give them information about their area of study. High quality and technical vocabulary will be used with pupils throughout their lessons too.</p>	<p>All children will be encouraged to believe that they can explore the whole world. We will aim to inspire and motivate children to understand their place in the world and how they can impact on it for example when looking at climate change.</p>

EYFS	Topics to be covered over the year: Local Area and School
------	---

Vocabulary	world, ocean, country, town, community, England, UK, Ellesmere Port, close by, far away, map, globe, earth, up, down, next to, right, left, turn
------------	--

<p>Throughout Reception children will be exposed to Geographical Knowledge and skills</p> <p>They explore different communities around the world when studying celebrations and understand that not everywhere is the same as here</p> <p>Consider where they are on a map – look at globes, atlases, maps</p> <p>Understand what is in our local community – schools, hospitals, homes, shops,</p> <p>They explore the local community through walks around the area</p> <p>Through study of animals they look at how different regions compare to the UK – weather, key physical features</p> <p>They are introduced to the concept of seasons</p> <p>Explore habitats in the forest</p> <p><i>Maps form part of continuous provision opportunities e.g. map through a town, map of a journey a character makes in the story</i></p>	<p>By the end of Reception children will be able to:</p> <p>Create a 3d map – using images of our local area</p> <p>Represent a journey in a 2d map</p> <p>Recognise some similarities and differences between our country and others,</p> <p>Know stories can come from other countries</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Know what is in our locality – (police, fire, library, church, Zoo, hospital)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</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</p>
--	--

FOCUS FIVE	I know I go to school in Ellesmere Port	I know that a map shows where different places are	I know that we are part of a world with lots of different places	I know up, down, backwards and forwards	I can use a map to help me play
Vocabulary	Map town world country backwards forwards				

Year 1		Topics to be covered over the year: Ellesmere Port, Comparing Ellesmere Port to Australia			
Vocabulary		near, far, left, right, back, forward, plan, globe, atlas, map, building bungalow, town, transport, semi-detached, terrorist, local, address, factory, weather terminology, summer, winter, autumn, spring, seasons, back, similar, different, bigger, smaller,			
Location and Place Knowledge		Human and Physical Geography		Mapping Skills	Fieldwork / Investigation Skills
Locate Australia on a map		Create a vocabulary list of the human and physical features of the local area		Draw picture maps of imaginary places and from stories or ideas	Use information books/pictures as sources of information
Use world maps atlases and globes to identify the United Kingdom		Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country (Australia)		Use picture maps and globes	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.
Know about the local area, and name and locate key landmarks		Be able to verbalise and write about similarities and differences between the features of two places		Use relative vocabulary e.g. bigger/smaller, like/dislike	Teacher led enquiries, to ask and respond to simple closed questions.
Express own views about a place, people and environment.		Identify seasonal and daily weather patterns in the United Kingdom. To know the terms: summer, winter, autumn and spring		Use a simple picture map to move around school: Recognise that it is about a place use locational and directional language [for example, near and far; left and right] forward backward, to describe the location of features and routes on a map	Gather data to identify daily weather patterns
		Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, sea, ocean, river, and weather.		Use aerial photographs and plan perspectives to recognise familiar local landmarks and basic human and physical features;	Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?
		Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		Devise a simple map of an area familiar to them	

FOCUS FIVE

Ellesmere Port	Australia	Mapping and Field Work
I can identify the four countries of the UK on a map of the UK.	I know the difference between a country and a town or city.	I can follow instructions to walk forward, backwards, left and right.
I can find the UK on a world map.	I can tell you that Australia is much bigger than the UK	I can draw and label a compass with North, South, East and West
I know that buildings, roads, canals are human features	I know the four seasons Autumn, Spring, Summer and Autumn	I can use a key to find buildings, roads and rivers on a map
I know that rivers, seas, lakes and forests are man-made features	I can tell you three things I can find in Australia	I can draw an imaginary map with roads and buildings
I can tell you three things that you can find in Ellesmere Port	I can find Australia on a world map	I can find places on a simple map of the school
Vocabulary	Vocabulary	Vocabulary
Man-made, natural Road, buildings, canals Rivers, lakes, seas, forests England, Scotland, Northern Ireland, Wales UK	Australia Autumn, Spring, Summer, Autumn Bigger / smaller Country	Map Compass, North, South, East, West identify

Year 2		Topics to be covered over the year: London and the UK, Oceans and Continents, Chester Zoo	
Vocabulary		England, Scotland, Northern Ireland, Ireland, Wales, N, S, E, W, city, sea, ocean, location, aerial view, route, landscape, environment, Edinburgh, London, Cardiff, Belfast, desert, vegetation, Dublin, equator, North Pole, South Pole, Irish Sea, North Sea, English Channel, distant, Europe, Asia, North America, South America, Antarctica, Australasia, Africa, Pacific Ocean, Atlantic Ocean, Southern Ocean, Indian Ocean, Artic Ocean	
Location and Place Knowledge	Human and Physical Geography	Mapping Skills	Fieldwork / Investigation Skills
Use NF books, stories, maps, picture/photos and internet as sources of information	Identify key physical and human features and use geographical vocabulary building on Year 1	Use simple compass directions and locational and directional language to describe the location of features and routes on a map.	Use different sources of information such as maps, internet etc
Identify the location of the world in relation to the Equator and the North and South Pole	Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, sea, ocean, river, and weather.	Can use North / South / East / West	Use aerial photos of larger areas that have been studied to recognise landmarks and basic human and physical features
Name, locate and identify characteristics of the four countries, and capital cities of the United Kingdom and its surrounding seas (inc River Thames)	Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Devise a simple map and use and construct basic symbols in a key, Begin to understand the need for a key	
Name and locate 7 continents and 5 oceans	Identify seasonal and weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and North and South Poles	Find land and sea on a globe	
Make appropriate observations about why things happen and simple geographical similarities and differences of the UK and non-European country		Use infant atlas to locate places	
		Begin to spatially match places	

FOCUS FIVE

London and The UK	Oceans and Continents	Mapping and Field Work
I can tell you the capital cities of England, Wales, Scotland and Northern Ireland (London, Cardiff, Edinburgh, Belfast)	I know the 7 continents and that they are made up of lots of countries.	I can find the 7 continents on a map
I know the River Thames flows through London.	I know the 5 oceans	I can find human and man-made features on a map
I can tell you 5 things you might find in London.	I know where the North and South Poles are	I can draw a map of an area and use a key to show
I know where the North Sea, Irish Sea, English Channel are	I know where the equator is	I can use an atlas on my own to find a world map and the continents
I know that areas of the UK can be different to each other. EG in some areas there are mountains and in others there are cities.	I know that it is colder by the poles and hotter by the equator	I can use North, South, East and West to locate places on a map. (EG Big Ben is to the North of the River Thames)
Vocabulary	Vocabulary	Vocabulary
North Sea Irish Sea English Channel Capital City London River Thames	North Pole South Pole Equator Continent Ocean	Direction

Year 3		Topics to be covered over the year: Africa, The UK, its environmental regions and coasts and mountains			
Vocabulary		settlement, community, landscape, relief map, political map, Cliff, ocean, field work, sketch, NE, SW, mountain, valley, vegetation, clay, lake, diagram, SE, compass, NW, settlement patterns, inland, urban, rural, coastal, port, harbour, environment, grid reference, county, physical, human			
Location and Place Knowledge		Human and Physical Geography		Mapping Skills	Fieldwork / Investigation Skills
Use land patterns and understand how some of these aspects have changed over time		Understand geographical differences and similarities through the study of human and physical features of the UK		Begin to use map sites on internet. Begin to use junior atlases to locate the countries studied and describe their features	Use NF books, stories, atlases, pictures/photos and internet as sources of information.
Locate the world's countries (Africa) concentrating on their environmental regions and key human and physical features, countries and major cities		Describe key aspects of mountains and describe and understand key aspects of physical geography linking to Science - rock types.		Begin to identify features on aerial/oblique photographs	Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Name and locate cities and counties of the UK, geographical regions and their identifying human and physical features, topographical features including hills, mountains and coasts and understand how these have changed over time (link back to History)		Describe key aspects of human geography, including settlements and land use (e.g. sequence settlements village to city, can describe function of different settlements e.g. coastal town)		Try to make a map of a short route experienced, with features in correct order	Begin to collect and record evidence and draw conclusions from evidence e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations
		Understand geographical differences and similarities through the study of human and physical features of a region (Africa)		Begin to recognise contour lines for hills	Locate places on larger scale maps and investigate places and themes at more than one scale
				Know some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
				Begin to use the eight points of a compass, 2 figure grid reference (maths co-ordinates), Use letter/no. co-ordinates to locate features on a map.	

FOCUS FIVE

Africa	The UK	Mapping and Field Work
I know that Africa is a continent made up of lots of countries and can recall some of these countries.	I can locate where major cities of the UK are. (Liverpool, Manchester, Birmingham, Glasgow, Newcastle, Bristol, Leeds, Southampton)	I can recognise the following from an OS Map: beaches, rivers, forests, settlements, roads
I know that Africa is mainly made up deserts, savannahs and rainforests.	I can tell you why a city is different to a town or village	I can use letter / number co-ordinates to locate features on a map
I can identify 4 similarities and differences between Africa and the UK	I can identify the features of a coastline (beach, cliff, port, rocks, shore)	I can use a Junior Atlas to find cities of the UK.
I can find the Sahara and the Nile on a map of Africa	I can identify the features of a mountain (ridge, range, summit, plateau and slope)	I can look at a picture and say what it might be like there. I think this place is busy because I think this place is cold because
I can recall 4 human and 4 physical features of Africa	I can locate Snowdon, Ben Nevis, Scafell Pike in the UK	I can draw a map of a walk to EPSV and make sure I have put the correct features on it
Vocabulary	Vocabulary	Vocabulary
desert human physical Sahara Nile	city town village mountain coast	Atlas OS Map Symbol Co-ordinates

Year 4		Topics to be covered over the year: Europe, Liverpool			
Vocabulary		distance, scale, satellite, distribution, import, export, warm, humid, evaporation, precipitation, condensation, productivity, natural resources, trade, climate, transport IE to carry, climate zone, Ordnance Survey			
Location and Place Knowledge		Human and Physical Geography		Mapping Skills	Fieldwork / Investigation Skills
Locate the world's countries using maps to focus on Europe (inc Russia) concentrating on their environmental regions, key human and physical features ,		Understand geographical similarities and differences through the study of human and physical geography of a region in the UK (North West) compared to a specific area of Europe		Use maps, atlases and digital maps and extend to satellite images, aerial photographs	Design questions and studies of the local area and I can conduct surveys and can carry out a simple questionnaire.
Describe key aspects of human geography including trade links, and the distribution of natural resources, food, minerals (Through both Europe and Liverpool topic)		Describe and understand key aspects of the water cycle		Draw sketch maps thinking about scale	I am able to use simple equipment to observe, measure and record, features in the local area and compare these to other countries
Describe and understand key aspects of physical geography including climate zones – focus on the climate of Europe		Continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban , rural, human, physical to describe places or geographical features in different ways		Identify features on a map using 4 figure references and use a key	Ask and respond to questions and offer their own ideas.
		Establish an understanding of the interaction between human and physical processes		To use the 8 compass points well to describe the location of one place to another	Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ map
		Understand geographical similarities and differences and change through the study of human and physical geography of the UK (How has Liverpool changed over time – consider views of locals, make comparisons to Liverpool to other parts of the UK)		Investigate places and themes at more than one scale	

FOCUS FIVE

Europe	Liverpool	Mapping and Field Work
I can identify the location of France, Greece, Germany, Italy, Spain, Russia, Sweden and the Mediterranean Sea	I can explain how the Water Cycle works.	I can find a location given a 4-figure grid reference.
I can explain what a temperate and Mediterranean climate is like	I can give three ways Liverpool has changed overtime.	I can use the 8 points of the compass to say where one thing is in relation to the other. EG the church is north-east to the school
I know what different food comes from places in Europe.	I can tell you how Liverpool is important for trade	I can create my own questions to ask someone about a location
I can explain the physical and human features of an area of Europe	I can give three similarities and three differences to Liverpool and an area in Europe.	I can draw conclusions about a place using images I am given A is a busier place than B because A is colder than B because
I can tell you 4 things you can do in Europe. (e.g ski in the alps, visit beaches in Spain, visit the Eiffel Tower in Paris and go to a volcano in Iceland)	I can tell you 6 things you can find in Liverpool.	I can identify key features using an aerial photograph (rivers, roads, forests, lakes, settlements)
Vocabulary	Vocabulary	Vocabulary
Europe Climate Mediterranean Temperate trade	Water Cycle River Mersey Feature Liverpool Import / export	Compass Survey Feature Aerial

Year 5	Topics to be covered over the year: North and South America, Earthquakes and Volcanoes			
Vocabulary	Vegetation belt, Biome, terrain, population, arid, sustainability, natural disaster, symbols, latitude, longitude, Greenwich/ prime Meridian, time zone northern hemisphere, southern hemisphere, Tropic of Capricorn, Tropic of cancer, pollution, deforestation, magma, Ring of Fire, tectonic plates,			
Location and Place Knowledge	Human and Physical Geography	Mapping Skills	Fieldwork / Investigation Skills	
Locate the world's countries and cities, environmental regions and key human and physical features (South and North America)	Discuss and compare climate zones in the UK and identify climate zones through North and South America	Compare maps to aerial photos of studied locations e.g. volcanoes, Great Lakes, biomes of South America	Begin to suggest questions to investigate eg do areas with warmer climates have more volcanoes?	
Identify latitude, longitude, Southern / Northern Hemisphere, Tropics and different time zones	Describe and understand key aspects of climate zones and biomes	Create sketch maps and plans with increasing accuracy, paying attention to scale and keys	Analysis evidence and draw conclusions e.g. how does the temperature of where someone lives influence on people/everyday life and what they do	
Identify capital cities and larger cities of Northern and Southern American countries Identify major rivers, mountain ranges and land features of areas studied	Describe and understand key aspects of volcanoes and earthquakes	Select maps for specific purpose and use atlases to find out about other features of places (eg wettest place), using an index effectively	Collect and record evidence unaided (Weather data)	
	Understand geographical similarities and differences through the study of human and physical Geography (Lake District to Great Lakes / California in America)	Find and recognise places (e.g. volcanoes, Great Lakes) on maps of different scales using an index and contents to help	Investigate places with more emphasis on the larger scale; contrasting and distant places	
	Understand the interaction between physical and human processes e.g. Global Warming affecting land use and crop growth e.g. the impact of earthquakes on volcanoes on settlements considering people's views too	Begin to draw a variety of thematic maps based on own data		

FOCUS FIVE

North and South America	Angry Earth	Mapping and Field Work
I can locate the countries of North America (Mexico, USA and Canada) and South America (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, and Venezuela) on a map.	I can tell you what the Ring of Fire is and identify where it is	I can understand what a thematic map is showing me.
I can find the Amazon River, Amazon Rainforest, the Mississippi, the Grand Canyon and the Great Lakes on a map and the Andes on a map	I know the structure of the Earth	I can use a graph / chart to draw conclusions.
I can tell you 4 similarities and differences between the Lake District and the Great Lakes	I can tell you how tectonic plates might move	I know that a larger scale map shows more detail and a smaller scale map shows less detail
I can identify the North and South Hemispheres, the Tropic of Cancer and Capricorn and the Prime Meridian on a globe or in an atlas	I can tell you three ways that climate change is impacting the earth (e.g. increase flooding, storms, earthquakes)	I can draw a map of the school grounds thinking about a scale e.g. 1cm = 1m
I can tell you the key facts about different climate zones	I can give three different effects of earthquakes and volcanoes on a settlement	I can collect data and present it in a chart / graph
Vocabulary	Vocabulary	Vocabulary
Tropics Prime Meridian Population Hemisphere biome	Tectonic plate Crust Magma Climate change impact	Scale Data Conclusion Thematic

Year 6		Topics to be covered over the year: Central America, Rivers			
Vocabulary		tributary, river, delta, Oxbow Lake, floodplain, meander, sea level, contour line, deposition, transportation, confluence, mouth, source, scale, immigrant, survey, questionnaire, irrigation, erosion			
Location and Place Knowledge		Human and Physical Geography		Mapping Skills	Fieldwork / Investigation Skills
Locate the world's countries (Central America), know the environmental regions, key physical and human characteristic, countries and major cities		Describe key aspects of land use, trade links and distribution of natural resources (energy, food, minerals, water) in relation to Central America		Compare maps to aerial photos of rivers	I can collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes
Identify the geographical regions and key topographical features of the UK (rivers) and land use patterns		Give a few reasons for the impact of geographical influences/ effects on people place or themes studied. EG Effect of tourism in Central America Flooding in rivers		Find and recognise rivers on maps of different scales using an index and contents to help	Suggest questions for investigating. Use primary and secondary sources of evidence in investigations.
		Describe and understand key aspects of physical geography—rivers		Draw complex sketch maps and plans for example of the course of a river, including ox bow lakes etc.	Investigate places with more emphasis on the larger scale; contrasting and distant places
		Introduce precise geographical words when describing geographical places features & processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.		6 figure references and Ordnance Survey maps of different scales to extend knowledge of the UK, be able to follow a short route on an OS map	Collect and record evidence unaided. Analyse evidence and draw conclusions
				Measure distances using scale	

FOCUS FIVE

Central America	Rivers	Mapping and Field Work
I can identify the 7 countries of Central America and the larger Caribbean countries (Jamaica, Dominican Republic, Haiti, Bahamas, Cuba)	I know the three main parts of a river (Upper, Middle, Lower)	I can identify a point on a map using a 6 figure grid reference
I can explain what a natural resources is and can identify 4 natural resources (crops, gold, copper, power)	I can use the terms source, meanders, mouth and erosion appropriately	I can collect, present and draw conclusions with my own data about a river
I can identify 6 human and physical features of Central America and the Caribbean	I can recall and locate at least 6 rivers	I can compare aerial photographs to maps
I can explain the term Fair Trade	I can identify 4 reasons rivers are important	I can understand what a contour line is showing me on a map
I can explain reasons for and against tourism in Central America	I can give reasons for and against living by a river	I can draw a scale map of an area I have visited.
Vocabulary	Vocabulary	Vocabulary
Central America Natural Resource Land use Fair Trade Tourism	Erosion Meander Course Mouth source	Contour Scale Accurate