



St Barnabas' CE Primary School & Nursery

Geography Skills Progression Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Once Upon a Time – Our Country	Journeys – Key Physical Features	-	Marvellous Me – Our Local Area	-	-
Year 2	Food Glorious Food – Where does our food come from?	-	Lions, Tigers and Bears, Oh My! – Mapping	-	How does your garden grow? – Global Gardens	-
Year 3	-	Wolves – UK vs Wolflands	Without Water... - Water Cycle	-	It's All Greek to Me – Greece Now and Then	-
Year 4	Totally Tropical – Rainforests	Chocolate – Maya Civilisation	-	The Force of Nature – Extreme Earth	Invaders – Saxons, Scots and Vikings	-
Year 5	It was the best of times – Victorian Empire	It was the best of times – Dickensian London	Endangered Animals – Our Changing World	-	Maybe It's Because I'm a Londoner - Mapping	Walking Like an Egyptian – Ancient Egypt
Year 6	A War to End All Wars? – Geography of Europe	Keep Calm and Carry On – Rations and Food Distribution	Endurance – Human and Physical Geography	Survival of the Fittest – A Study of the Galapagos Islands	-	The Final Curtain – Fieldwork Sayers Croft



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Geography Skills Progression Map 2022-23



	EYFS		KSI		KS2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Locational Knowledge (Ge 1.1)</p> <p><i>General geographical knowledge, position and significance, UK and Global.</i></p>	<p><i>To move confidently and safely across different environments.</i></p> <p>Positional games in language groups.</p> <p>Listen to nursery rhymes, fiction and non-fiction stories and poems to make sense of location and different environments.</p>	<p>Talk about features of their own immediate environment and how environments might vary from one another.</p> <p>Communicate a route using positional language.</p>	<p>Identify the 4 countries in the United Kingdom and label the capital cities and seas.</p>	<p>Understand that both an atlas and globe show the same thing.</p> <p>Use an atlas and globe to identify and label the world's 7 continents and 5 oceans.</p>	<p>Use a globe and atlas to label 5 countries where you can find wolves.</p> <p>Locate North America and use an atlas to label all countries within it, including major cities.</p> <p>Research environmental regions, human and physical features in Alaska.</p> <p>Use topographic maps of the UK to identify mountainous areas.</p> <p>Make predictions about largest rivers with reasoning.</p> <p>Compare terrains across the UK and consider effects on people.</p> <p>Locate Greece and its islands in atlas.</p>	<p>Create a map of South America, locating and labelling countries and rainforest locations.</p> <p>Use a map of climate zones and prior knowledge to predict climate in different parts of South America. Make predictions about why they are near the Equator.</p> <p>On a world map, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p>Use lines of latitude and longitude to locate countries.</p> <p>Describe weather patterns in the tropics compared to the UK.</p> <p>Using a map of the UK with Anglo-Saxon county names and label modern county names.</p> <p>Study maps of Anglo Saxon settlements and draw conclusions about their location based on prior knowledge. Compare with current maps to</p>	<p>Compare and contrast pre-Victorian and post Victorian land use.</p> <p>Discuss and draw conclusions.</p> <p>Use Google Maps to locate Egypt including its geographical regions, human, physical and topographical features.</p>	<p>Create a map of Europe including capital cities.</p> <p>Use prior knowledge of rural and urban areas to evaluate whether evacuation was a good idea.</p> <p>Use lines of latitude and longitude to locate the Arctic and Antarctic circle.</p> <p>Identify and explain the significance of the Prime/Greenwich Meridian and time zones.</p> <p>Use time zone maps to find and record the current time in cities across the world.</p>
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Place Knowledge (Ge 1.2)</p> <p><i>Compare and contrast.</i></p>	<p><i>To show an understanding of the world around them and begin to make observations and comparisons.</i></p> <p>Use play maps and small world equipment for children to create their own environments.</p> <p>Know the town/city in which they live.</p>	<p><i>To observe, explore and ask questions about the world around them noticing the changes and differences.</i></p> <p>Describe, comment and ask questions about the world around them.</p> <p>Discuss their favourite or least favourite places.</p> <p>Know their address and which country they live in.</p> <p>Use globes, atlases and Google Earth to explore familiar places.</p>	<p>Locate an area of Australia on the map.</p> <p>Study pictures/videos and ask geographical questions e.g. What is it like to live there? How is it different to where I live? Draw and label pictures to show how places are different.</p>	<p>Study aerial photos and videos of gardens at Eaton Square and one in a non European country (e.g. Gardens by the Bay - Singapore).</p> <p>Ask geographical questions e.g. What is it like for plants in this place? How is the weather different?</p> <p>Write comparatively about each garden.</p> <p>Give detailed reasons to support your own likes/dislikes and preferences.</p>	<p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, temperatures in different locations and population numbers (wolf habitats in Italy, Alaska and UK).</p>		<p>Construct a Lonely Planet style information leaflet about London.</p>	<p>Compare Pimlico to a rural evacuation area.</p> <p>St Barnabas project</p>
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Human & Physical Geography (Ge 1.3)</p> <p><i>Local and Global scales.</i></p>	<p><i>To show an understanding of the world around them and begin to make observations and comparisons.</i></p> <p>Use play maps and small world equipment for children to create their own environments.</p> <p>Know the town/city in which they live.</p> <p>Recognise some natural processes in the world around them such as seasons or states of matter.</p>	<p><i>To observe, explore and ask questions about the world around them noticing the changes and differences.</i></p> <p>Describe, comment and ask questions about the world around them.</p> <p>Discuss their favourite or least favourite places.</p> <p>Know their address and which country they live in.</p> <p>Using globes, atlases and Google Earth to explore familiar places.</p> <p>Demonstrate an awareness of features of the environment in the setting and immediate local area.</p> <p>Recognise some similarities and differences between the natural world around</p>	<p>Identify hot and cold areas on a map and plan a suitcase with suitable clothing for each. Ask questions about what it is like to live in this place.</p> <p>Use The Snail and the Whale and the aerial photos to label beaches, coasts, oceans, seas, cliffs, forests, hills, mountains, rivers, and valleys.</p> <p>Compare London to a coastal town and a country village.</p>	<p>Study and describe the journey food goes on to reach our houses using the key vocabulary: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Make predictions about the hottest places in the world. Locate the Equator and places on it, comparing with UK weather and the Poles, making predictions about plants you find there.</p>	<p>Label and role-play key aspects of water cycle and produce explanation text.</p> <p>Use practical investigation to explain how clouds and rain are formed.</p> <p>Use practical investigation to explain how water is cleaned.</p> <p>Explain cause and effect of flooding and water pollution.</p>	<p>Make predictions about why there are no major cities in rainforests.</p> <p>Consider how major cities differ to other regions in South America.</p> <p>Compare rich and poor Brazil using photos, asking geographical questions.</p> <p>Identify on a map where earthquakes and volcanoes occur.</p> <p>Learn and create models of layers of the Earth.</p> <p>Create a presentation (drama/news report) to explain why and how volcanoes erupt.</p> <p>Explain using own explanation text about how and why earthquakes occur.</p> <p>Compare the location of historical and modern day settlements in the</p>	<p>Use the vocabulary urban, rural and greenbelt.</p> <p>Debate how the HS2 train will change the land and whether HS2 should be built using evidence.</p> <p>Explain the difference between imports and exports.</p> <p>Explain why countries need to import goods, making reasoned predictions about where products come from.</p> <p>Use maps to show UK trade links.</p> <p>Practically investigate erosion and weathering.</p> <p>Sequence and explain the process of coastal formations using clay modelling.</p>	<p>Understand the process of food distribution by writing a letter from parliament to people in the UK explaining why we need to ration food-</p> <p>Apply learning of Fairtrade products to create a persuasive poster to buy Fairtrade products.</p> <p>Create a map to show the distribution of natural resources, building on rationing knowledge from Autumn 2.</p> <p>Use an atlas to discover global biomes and climates.</p> <p>Compare biomes.</p> <p>Make predictions about what happens when habitat zones overlap.</p>
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		<p>them and contrasting environments.</p> <p>Talk about shapes of landmarks.</p>				<p>UK and draw conclusions about changes in land use.</p>	<p>Create a persuasive presentation about deforestation and its effects on wildlife to encourage our school to do more.</p>	<p>Create a creature well suited to a particular biome.</p>
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Geographic Skills & Fieldwork (Ge 1.4)</p>	<p>Talking about and modelling how to spot features on local walks.</p> <p>Role play areas centred around travel.</p>	<p><i>To be able to read and write a meaningful sentence using phonics knowledge (to annotate maps).</i></p> <p>Record findings by drawing, writing, making a model or photographing, beginning with the home environment.</p> <p>Before taking local walks, collaboratively map out a route using a route planner.</p> <p>Investigate resources such as cultural artefacts, brochures and maps.</p>	<p>Create a story map of a journey using drawings where they pass beaches, coasts, oceans, seas, cliffs, forests, hills, mountains, rivers, and valleys.</p> <p>Study aerial photos to label a city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Create a map of the classroom with drawings and a map for three little pigs.</p> <p>Map journey to school and use locational and directional language to describe the location of features.</p>	<p>Use an atlas and globe to locate countries that we get different foods from.</p> <p>Use an atlas and globe to locate and label where different animals come from.</p> <p>Understand and use simple compass directions.</p> <p>Use photos of Pimlico to describe location of features using simple compass directions.</p> <p>Devise a map of Eaton Square using a key.</p> <p>Observe and record the plants, animals and man made features at Eaton Square.</p>	<p>Locate key physical and human features using relevant maps and keys. Fieldtrip – River Thames</p>	<p>Use grid references and compass directions to describe where Viking invaders came from and entered the UK.</p> <p>Make a discreet link between the map of Central America and Maya (History).</p>	<p>Use Google Maps to locate London and its geographical regions, human and physical features and compare this to another location.</p> <p>Use an OS map to plan a trip to the London Eye, using 8-points of a compass and 6-figure grid references.</p> <p>Sketch a map of the London Eye area with a key.</p>	<p>Locate the Arctic and Antarctic Circle.</p> <p>Sketch a map of Sayers Croft including the physical and human features.</p> <p>Create a line graph to record temperature.</p> <p>Use 8 points of a compass to independently follow a trail through the woods.</p> <p>Use computers/digital mapping to create a digital floor plan.</p>
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Vocabulary</p> <p>Italicised text = relevant Nursery and Reception learning goals, DM and ELG.</p>	<p>Up, down, on, in, home, house, rain, sun, wind, snow, hot, cold, map</p>	<p>Forward, back, next to, far away, left, right, town, city, countryside, country, ocean, river, Autumn, Winter, Spring, Summer, map, atlas, globe</p>	<p>United Kingdom, England, London, Wales, Cardiff, Scotland, Edinburgh, Northern Ireland, Belfast, country, capital city, city, town, village, house, office, farm, shop, countryside, port, harbour, sea, cliff, coast, ocean, beach, valley, river, forest, mountain, map, globe, left, right, near, far, hot, cold, North Pole, South</p>	<p>City, town, village, factory, farm, house, office, port, harbour, map, atlas, globe, north, south, east, west, compass, weather, garden, temperature, Equator, North Pole, South Pole, animals, plants, man-made, shop, continent, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, Atlantic Ocean, Southern Ocean, Pacific Ocean, Arctic Ocean, Indian Ocean</p>	<p>Human, physical, natural, man-made, precipitation, evaporation, condensation, run-off, water-cycle, flooding, pollution, tourist, temperature, population, maps, keys</p>	<p>Climate zone, tropical, rainforest, Tropic of Cancer, Tropic of Capricorn, Equator, Northern Hemisphere, Southern Hemisphere, Longitude, Latitude, settlement, sustainable, conservation, deforestation, urban, rural, tectonic plates, magma, land use, settlement, grid reference, county</p>	<p>Import, export, trade, products, weathering, erosion, vegetation belts, biomes, deforestation, coastal formations, urban, rural, greenbelt, landscape, topography, OS map</p>	<p>Arctic Circle, Antarctic Circle, biomes, time zone, Prime/Greenwich Meridian temperature, natural resources, distribution, grid reference</p>

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