

Tall Oaks Academy Trust Progression Map for Geography SPRING TERM

SRING TERM		EYFS	1	2	3	4	5	6
National Curriculum			<p>Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom .</p>		<p>Human and Physical geography: describe and understand key aspects of rivers, types of settlement and land use. Geographical skills: se fieldwork to observe, measure record and present the human and physical features in the local area using sketch maps</p>	<p>Human and physical geography: 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. Geographical skills and fieldwork: use maps including OS maps. use four figure grid references, symbols and keys</p>	<p>Locational knowledge: name and locate 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</p>	<p>Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
Curriculum Areas covered	ELG: people, culture and communities.	<p>I can describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I can explain some similarities and differences between life in this country, and life in other countries. I can identify similarities and differences between different religious and cultural communities in this country.</p>						
	ELG: the natural world.	<p>I can identify some similarities and differences between the natural world and contrasting environments. I can identify some important processes and changes in the natural world around us. I can identify the four different seasons. I can explore the natural world around me, making observations and drawing pictures of animals and plants.</p>						
	NC: the locational knowledg e.		<p>To name the 4 countries in the UK. To name the capital cities of the 4 countries of the UK. - I can locate the UK on a map. - I can name and locate the four countries in the UK. - I can identify the capital cities in the 4 UK countries.</p>	<p>I can use map skills to identify hot and cold areas. I can identify the Equator, North Pole and South Pole on a map.</p>	<p>I can use maps to identify physical features</p>	<p>Use maps and atlases to identify key countries that were discovered by different explorers</p>	<p>I can use maps, digital maps, atlases or globes to locate Egypt and the River Nile. I can locate relevant major cities and neighbouring countries.</p>	<p>I can use a variety of maps (including OS maps and digital maps), atlases or globes to locate areas on a local, national and global scale. I can also use 4 and 6 figure grid references accurately, the points of a compass or map symbols/keys to locate a given area.</p>
	NC: place knowledg e.			<p>I can understand the seasonal weather patterns in the UK.</p>	<p>Identify the main geographical features of the local area (River Trent). I can use maps to look for evidence of river use</p>	<p>Use map to plot out journeys of key explorers.</p>	<p>I can understand how the Ancient Egyptians utilised irrigation systems and the River Nile to turn the desert into a fertile environment. I can understand how the River Nile is utilised in the modern day to provide sustainable energy through dams and hydroelectricity. I can understand what impact the River Nile has had and continues to have on this area.</p>	<p>I can use my geographical skills to gather information about a location (local, national or global). I can accurately demonstrate, communicate and present my place knowledge about a given area.</p>
	NC: human and physical knowledg e.		<p>To identify the characteristics of the 4 UK countries. - To identify the similarities and differences between the 4 countries. - To describe what the 4 UK countries are like. - To identify the parts of the UK countries.</p>	<p>I can identify the different types of weather. I can identify daily weather patterns. I can understand what the weather is like in the UK. I can identify seasonal weather patterns. I can identify the features of the four seasons. I know how weather affects us. I can identify weather patterns in hot and cold countries. I can identify dangerous weather conditions.</p>	<p>To understand the key processes in the water cycle. Look at erosion, deposition, transportation. Explain and present the importance of rivers. Compare how river use has changed over time</p>	<p>Use an OS map and understand how it is different to other maps used so far</p>	<p>I can recall my understanding of the features of a river (physical geography) and apply them to the River Nile. I can identify and describe types of settlement and land use. I can identify the human and physical features of Egypt during the time of the Ancient Egyptians and during the present day. I can draw comparisons and recognise how and why these geographical features have changed over time.</p>	<p>I can identify and describe the human and physical features of a location (local, national or global). I can identify and describe different types of settlement and land use.</p>
NC: geographical skills and fieldwork.		<p>I can compare the 4 UK countries.</p>	<p>I can understand the geography of an extremely cold area. I can understand the geography of an extremely hot area. I can identify the causes and dangers of bush fires.</p>	<p>Walk the River Trent, use locational language to describe the river, observe, sketch and record findings next to the river. Make field notes.</p>		<p>I can use maps, digital maps, atlases or globes to locate Egypt and the River Nile. I can locate relevant major cities and neighbouring countries.</p>	<p>I can use a variety of maps (including OS maps and digital maps), atlases or globes to locate areas on a local, national and global scale. I can use 4 and 6 figure grid references accurately. I can identify and use the points of a compass. I can identify and use map symbols and keys.</p>	

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SUMMER TERM		EYFS	1	2	3	4	5	6
National Curriculum			<p>Locational Knowledge: name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Geographical skills: use world maps, atlases and globes</p>	<p>Geographical Skills: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a ke</p>	<p>Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a European country .</p> <p>Geographical skills and fieldwork: use maps, atlases and digital maps to locate countries and describe features studies</p>	<p>Human and Physical Geography: describe and understand key aspects of volcanoes and earthquakes.</p> <p>Geographical skills: use maps, globes and digitally</p>	<p>Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational Knowledge: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>
Curriculum Areas covered Skills / Knowledge	ELG: understanding the world.							
	ELG: people, culture and communities.	<p>I can describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I can explain some similarities and differences between life in this country, and life in other countries.</p> <p>I can identify similarities and differences between different religious and cultural communities in this country.</p>						
	ELG: the natural world.	<p>I can identify some similarities and differences between the natural world and contrasting environments.</p> <p>I can identify some important processes and changes in the natural world around us.</p> <p>I can identify the four different seasons.</p> <p>I can explore the natural world around me, making observations and drawing pictures of animals and plants.</p>						
	NC: the locational knowledge.		<p>I will be able to identify the sea's around the UK.</p> <ul style="list-style-type: none"> - I can identify the water surrounding the UK. - I can label key oceans and seas around the UK. - I can describe the difference between a sea and an ocean. 		<p>Locate olympic countries on a globe and in atlases.</p>	<p>Identify the ring of fire on a globe and atlas</p>	<p>I can name and locate the countries that were involved in the 'Space Race'. I can also name and locate relevant major cities.</p> <p>I can name and locate some key space centres.</p>	<p>I can identify and locate the lines of latitude, the lines of longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and time zones (including the Prime/Greenwich Meridian and day and night).</p>
	NC: place knowledge.						<p>I can demonstrate knowledge about the places that were involved in the 'Space Race'. I understand where key space centres are located and why.</p>	<p>I can identify places the fall within studied zones (such as countries that the Equator passes through).</p> <p>I can use my knowledge to demonstrate and understanding of what these places would be like (such as the fact that countries that sit on the Equator are typically hot and dry).</p>
NC: human and physical knowledge.		<p>I can describe the difference between an ocean and a sea.</p>	<p>I can identify physical features in an aerial photograph.</p> <p>I can identify the features of my local area.</p>	<p>Look at human and physical features of England, Japan and compare</p>	<p>Describe and understand the key aspects of volcanoes and earthquakes</p>	<p>I can identify the human and physical features of the countries that were involved in the 'Space Race'. I can identify and discuss the similarities between the physical geography of areas that are home to key space centres.</p>	<p>I can identify human features of a given area (local, national or global). I can identify physical features of a given area (local, national or global).</p> <p>I can identify and describe various key features of geography (including vegetation, climate and biomes).</p>	
NC: geographical skills and fieldwork.			<p>I can understand what an aerial view photograph is.</p> <p>I can draw a simple map.</p> <p>I can identify the features of my local area.</p> <p>I can draw a map of the local area.</p> <p>I can read an OS map.</p> <p>I can create an OS map of the local area.</p> <p>I can use my OS map skills to complete fieldwork.</p>	<p>Locate volcanoes and earthquakes on globes, atlases and digitally. Describe what has caused them and the effect they have.</p> <p>Conduct research into volcanic eruptions and earthquake aftermaths</p>	<p>I can use maps, digital maps, atlases and globes to identify the countries and major cities that were involved in the 'Space Race'. I can use my map skills to identify key space centres around the world.</p>	<p>I can use a variety of maps (OS maps, digital maps, vegetation map, climate maps, biome maps etc).</p> <p>I can identify, locate and place: the lines of latitude, the lines of longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and time zones (including the Prime/Greenwich Meridian and day and night).</p>		

Tall Oaks Academy Trust Progression Map for Geography AUTUMN TERM

AUTUMN TERM		EYFS	1	2	3	4	5	6
National Curriculum	NC		Geographical skills and fieldwork: 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	Locational knowledge: name and locate the world's seven continents and five oceans. Place knowledge: understand geographical similarities and differences through the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European. Geographical skills: use world maps	Locational knowledge: Name and locate countries and cities in the UK...identifying human features...land use patterns and understand how some of these aspects have changed over time.	Locational Knowledge: locate key world countries on a map, using maps to focus on Europe including a section of Russia. Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	Locational knowledge: name and locate North and south America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Place Knowledge: understand geographical similarities and differences through the study of human and physical geography of a region within North and South America. Geographical Skills:	Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries a use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Curriculum Areas covered Skills / Knowledge	ELG: understanding the world.							
	ELG: people, culture and communities.	Understand that some places are special to members of their community. Make connections between the features of their family and other families. Notice differences between people. Shows interest in different occupations. Continue to develop the positive attitudes about the differences between people. Know that there are different countries in the world, and talk about the differences they have experienced or seen in photos. Talk about members of their immediate family and community. Name and describe people who are familiar to them.						
	ELG: the natural world.	Draw information from a simple map. Understand that some places are special to members of their community. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise that some environments are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. Talk about what they see, using a wide range of variety.						
	NC: the location I know ge.	Where are we? - I can identify Gainsborough as a map. - I can identify Gainsborough on a map - I can locate our school on the map.	I can locate the the 7 continents and 5 oceans on a world map, atlas and on a globe. I can locate the UK and contrasting non-European country on a world map, atlas and a globe.	I can use atlases to name and locate countries and cities in the UK. I can locate Lincoln and large towns in the UK. I can identify changes in land use over time in Lincolnshire	Use maps, atlases, globes and digital mapping to locate continents and countries focussing on European countries	Autumn term: I can locate North America on a map. I can locate South America on a map. I can identify some states/countries and some major cities.	Autumn term: I can locate the countries that were involved in World War Two. I can identify some major cities within these countries.	
NC: place knowledge.	Where are we? - I can understand that we live in Gainsborough. I can recognise that Gainsborough is in Lincolnshire.	I can identify hot and cold area's of the world.		I can name key European countries and locate a section of Russia that is included in Europe	Autumn term: I can compare North America and South America. I can compare a major city in North America to a major city in South America. I can identify their similarities and differences (using their human and physical features)	Autumn term: I can identify and locate the countries that were Allies and the countries that were Axis. I can share what I know about these places (verbally or in written form).		
NC: human and physical knowledge.	To identify seasonal and daily weather patterns in the UK. I can identify what the weather is like today. - I can identify weather patterns in one week. - I can name the four seasons. - I can describe the weather in the different seasons. - I can compare how weather changes over time.	I can identify weather in hot and cold area's around the world. I can compare geographical features from two contrasting countries.	I can identify human features in Lincolnshire. I can compare a farming area and a coastal area of Lincolnshire	I can identify the physical elements of a European country, comparing the region to home. I can identify the link between physical characteristics and human characteristics of the area	Autumn term: I can identify the human and physical features of geography for a major city in North America and a major city in South America. I can use these features to compare these two locations.	Autumn term: I can identify the human and physical features of geography for some countries that were involved in World War Two. I can use these features to draw comparisons between locations. I can use my knowledge about these features to understand what impact the geography of these countries had on how and why World War Two started and the events that took place throughout.		
NC: geographical skills and fieldwork	Local study of Gainsborough and the area in which the school is located. - I can identify the characteristics of Gainsborough. - I can identify when my school was built. - I can describe the houses in my local area.		use maps and atlases to locate Lincolnshire	use maps, atlases and globes to identify key European countries.	Autumn term: I can use a map, digital map, atlas or a globe to identify and locate North America and South America. I can also use these forms to locate major cities.	Autumn term: I can use a map, digital map, atlas or a globe to identify and locate some countries that were involved in World War Two. I can also use these forms to locate major cities. I can also use these forms to discuss occupation and invasion.		