

Geography Progression Map

"I like geography best because mountains and rivers know the secrets. Pay no attention to boundaries"

Intent: To inspire curiosity and fascination about the world and its people that affects the way we live, which makes the heartbeat of our world.



Geography

Moss Hey Progression Map

Year Group: Reception

Our School

- Where is our school?
- What places are there in our school?
- How do we get to school?

Let it Grow!

- Different environments, e.g. farm, seaside, resort, city centre

Where in the World?

- How does life in this country compare to life in other countries? e.g. houses, places... (world map)

Key Vocab

map, village, field, playground, school, road, building, birdseye view, ariel view,

city, skyscrapers, landmarks, beach, coast, ocean, sea, farm, river, countryside

Earth, globe, world, island, land, mountain, place, country

EYFS Statements linked to N.C

Locational & Place Knowledge	Fieldwork	Use of Geographical Vocabulary	Using Globes, Maps & Plans	Map Work Skills	Human & Physical Geography
Recognise some environments that are different to the one in which they live Recognise some similarities and differences between life in this country and life in other countries	Explore the natural world around them			Draw information from a simple map	Understand the effect of changing seasons on the natural world around them



Geography

Moss Hey Progression Map

Year Group: 1



The School and its Grounds

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 key

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.

Weather and Seasons

To be taught throughout the year:

- How does the weather change?
- How do the seasons change?
- How are we affected by extreme weather?

The United Kingdom

- What are the countries and capitals of the United Kingdom?
- What are the seas and oceans around the UK?
- Where is the UK in relation to other countries and places?

Links with previous learning

Reception - Exploring the immediate grounds around them – school & local area (Bramhall); linking to similarities and difference between life in this country and other countries.

Links with previous learning

Reception - Children came to understand the effect of the changing seasons (Autumn, Spring, Summer, Winter) on the natural world around them.

Links with previous learning

Reception - The children looked at maps of the school and the local area in the Autumn term. In this unit they will look at maps of a much larger area – the U.K.

Key Vocab

aerial photograph, landmark, map, key, fieldwork, human features, physical features

Spring, Summer, Autumn, Winter, season, weather

Atlantic Ocean The Irish Sea The North Sea The English Channel coast compass key map

Knowledge

Locational & Place Knowledge

I can name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas

Fieldwork

I can use simple fieldwork and observational skills to study the geography of my school and its grounds.

I can complete a chart to express opinions during Fieldwork.

I use first hand observation to investigate places – the school grounds, the streets around and the local area.

Use of Geographical Vocabulary

I use and understand basic geographical specific vocabulary relating to human and physical geography

Key human features (city, town, village, factory, farm, house, office, port, harbour, shop, address)

Using Globes, Maps & Plans

I use world maps, atlases and globes to identify UK & its countries

I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Map Work Skills

I can use simple compass directions (NSEW)

I can use simple compass directions (NSEW)

I can use locational and directional language (e.g., near and far; left and right) to describe the location of features and routes on a map.

I can make a simple map (e.g., from a story).

Human & Physical Geography

I can use observational skills and ask and respond to questions.

I can identify seasonal/ daily UK weather patterns

I can study the key human and physical features of the surrounding environment of my school



Geography
Moss Hey Progression Map
Year Group: 2



Continents and Oceans	A Contrasting non-European Country	Famous Explorers
<ul style="list-style-type: none"> • What can we learn about the world from a globe? • What can we learn about the world from an atlas? • How do we find out about the Earth? 	<p>Place knowledge ➦ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Pupils should be taught to 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 key.</p> <p>Key Enquiry Questions</p> <ul style="list-style-type: none"> • Where is Kenya? • What are the main differences between our climates? • What is Kenya like? • How different would our diets be if we lived in Kenya? • Why do Kenyan's have to worry more than us about drought? 	<p>Hot and Cold Places</p> <ul style="list-style-type: none"> • What are Polar Regions like? • What are deserts like? • What are rainforests like? <p>Routes and Journeys</p> <ul style="list-style-type: none"> • What journeys do we make in our locality? • What journeys do we make when we go on holiday? • What journeys do animals make? <p>Key Enquiry Questions</p> <ul style="list-style-type: none"> • What can we find out about the location of the UK and Antarctica? • What is it like in Antarctica? • What differences are there between the Arctic and the Antarctic? • Where are the hottest places on Earth?
<p>Links with previous learning Year 1 – Previous knowledge of the uk - Atlantic Ocean The Irish Sea The North Sea The English Channel coast</p>	<p>Links with previous learning Year 1 - Building on previous knowledge of the UK, including larger areas of the UK</p>	<p>Links with previous learning Reception – Environments are different Year 1 – Changing seasons, extreme weather.</p>

Key Vocab		
Continent names, Ocean names, North pole, South pole, Equator, North, South, East, West, Globe, map, atlas	African, European, wildlife, climate, drought, government, palm tree, ebony, mud huts, mango, Kenya	Continent names, Ocean names, Polar, desert, rainforest regions, North pole, South pole, Equator, North, South, East, West, Globe, map, atlas

Knowledge					
Locational & Place Knowledge	Fieldwork	Use of Geographical Vocabulary	Using Globes, Maps & Plans	Map Work Skills	Human & Physical Geography
<p>I can name & locate world's 7 continents and 5 oceans</p> <p>I understand geog. similarities and differences through studying the human & physical geography of a small area of the UK & contrasting non-European country.</p>	<p>I can recognise and record different types of land use, buildings and environments</p>	<p>I use and understand basic geographical specific vocabulary relating to human and physical geography</p> <p>I can use this specific key vocabulary to describe physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)</p>	<p>I can identify the countries, continents and oceans studied.</p> <p>I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>I can use simple compass directions (NSEW)</p> <p>I can use locational and directional language (e.g., near and far; left and right) to describe the location of features and routes on a map.</p> <p>I can use & construct basic symbols in a key</p>	<p>I can identify seasonal/ daily UK weather patterns</p> <p>I begin to explain how/why</p> <p>I can find information from aerial photographs.</p>



Geography
Moss Hey Progression Map
Year Group: 3



Using and making maps		UK Cities and Countries / UK Regions		Lake District	
<ul style="list-style-type: none"> • What can we learn from compass directions? • How are grid squares useful? • How do maps use symbols and keys? 		<p>UK Cities and Countries</p> <ul style="list-style-type: none"> • What are the main cities of the UK? • What are the UK counties and districts? • What is special about the UK? <p>UK regions</p> <ul style="list-style-type: none"> • What is a region? • How do people use the land? • What are the landscape regions of the UK? <p>Key Enquiry Questions</p> <ul style="list-style-type: none"> • Why do people want to live in towns and cities? • Where might be the best place to build a new city in your area or somewhere else in the UK? • Why can't all counties and administrative districts be the same size? 		<ul style="list-style-type: none"> • What is the Lake District like? • What can we find out about the River Derwent? • What is Keswick like and why? 	
<p><u>Links</u> Year 1 – What do you find when you explore the UK – MAPS Year 2 - Use aerial photographs to recognise landmarks devise a simple map, use & construct basic symbols in a key Use map to identify UK & its countries.</p>		<p><u>Links</u> Year 1 – villages, towns and cities. What do you find when you explore the UK? Year 2 - Name, locate & identify characteristics of the 4 countries & capital cities of the UK and its surrounding seas.</p>		<p><u>Links</u> Year 1 – What do you find when you explore the UK? Year 2: Kenya study. Basic human and physical features. Year 3 –Spring term – human & physical features. How the land is used.</p>	
Key Vocab					
cardinal points, compass, east, north, Pole Star, south west, column, grid, reference, row, logo, Ordnance Survey		Cities, capital city, features, human, physical, regions, counties, districts, ordnance survey, landscape, rural, urban, population, administrative district, landmarks		features, human, physical, regions, counties, districts, ordnance survey, landscape, rural, urban, population, landmarks, rivers	
Knowledge					
Locational & Place Knowledge	Fieldwork	Use of Geographical Vocabulary	Using Globes, Maps & Plans	Map Work Skills	Human & Physical Geography
I can name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers. I understand how some aspects have changed over time. I can understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country	I can conduct surveys. I can carry out a simple questionnaire. I can investigate the local area, looking at types of shops, services and houses.	I 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.	Use a globe, maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, land use patterns Use atlases to find places using index/ contents. Understand need for a key. Understand the purpose of maps. Begin to understand scale and distance on a map, using and applying mathematical skills.	Use the 8 points of a compass. Use simple grids with letters and numbers and 4-figure coordinates to locate features. Use and understand ordnance Survey symbols and keys to build up my knowledge of a local place, the UK. I can use plans. Use aerial photos and satellite images. Use oblique aerial views.	Identify differences between places. I can communicate geog. information in a variety of ways, including through maps and writing at length I apply mathematical skills when using geog.data etc.



Geography

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Year Group: 4



Europe

- What is Europe like?
- What is Poland like?
- What are the Tatra Mountains like?

Links

Year 1 – The UK
Year 2 – Comparing non-European countries
Year 3 – The UK

Volcanoes /Earthquakes and Tsunamis

Volcanoes

- What is a volcano like?
- What is it like to live near Mount Etna?
- How does volcanic activity affect people around the world?

Earthquakes & Tsunamis

- Where do earthquakes happen and why?
- What causes earthquakes and tsunamis?
- How are people affected by earthquakes?

Links

Year 1 – Weather and seasons

The shape of the land / Water and the water cycle

The shape of the land

- How are landscapes different?
- What are the features of a mountain environment?
What are the features of a river environment?

Water and the water cycle

- How does water affect our lives?
- Where does water come from?
- What are people doing to improve water supplies?

Links

EYFS – Different environments
Year 3 – UK Regions

Key Vocab

Europe, continent, countries, border, altitude, glacier, Tetra Mountains, coasts, landscapes, climates, lanlocked, population

Magma, vent, crator, lava, molten rock, ash, tectonic plate, crust, erupt, ash cloud, plate boundaries. Tsunami, zone, earthquake, aftershock

Erosion, contour, gorge, landscape, moor, slope, waterfall, tributary, barrier, mountain range, national park, peak, delta, gorge, lake, marsh, source, tributary, flood, waterworks, water cycle, condensation, evaporation, precipitation, collection

Knowledge

Locational & Place Knowledge

I can locate the world's countries, using maps to focus on Europe (including Russia): environ-mental regions, key physical or human characteristics, countries, and major cities.

I can understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country

Fieldwork

I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs

I am able to use simple equipment to measure and record.

I can investigate the local area
I apply mathematical skills in data handling to Geography fieldwork.

Use of Geographical Vocabulary

I 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.

I am beginning to apply the vocabulary of other subjects such as maths and science when describing geographical features and processes.

Using Globes, Maps & Plans

I can locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities.

I can use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features

Map Work Skills

I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.

I can map evidence from fieldwork e.g. sketch annotated views.
I can use aerial photos and satellite images.
I can begin to use smaller scale aerial views.
I can use oblique aerial views.

Human & Physical Geography

I can describe & under-stand key aspects of: physical geography, including rivers and mountains.

I can explain volcanoes/ earthquakes in simple terms.I can describe the water cycle using a diagram. I can identify differences between places.
I can communicate geog. information in a variety of ways, including through maps and writing at length
I apply mathematical skills when using geog.data etc.



Geography
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 Year Group: 5



World Countries and Capitals	Settlement and Migration	North America in-depth study
<ul style="list-style-type: none"> • What are the different countries of the world? • What are the world's main cities? • How can different countries work together? 	<ul style="list-style-type: none"> • Do settlements have a pattern? • Why do people migrate? • What happens to refugees? 	<ul style="list-style-type: none"> • What is North America like? • What is special about the Caribbean • What is Jamaica like? <p>Key Enquiry Questions</p> <ul style="list-style-type: none"> • How does North America compare to the UK? • What countries make up North America? • How do the climates in North America compare to the UK?
<p><u>Links</u> Year 1- The United Kingdom Year 2 – Continets & oceans Year 3 - UK Cities and Countries</p>	<p><u>Links</u> Year 1- The United Kingdom / Weather & Seasons Year 3 - Using and making maps Year 4 – Europe</p>	<p><u>Links</u> EYFS – Where in the World? Year 1- The United Kingdom / Weather & Seasons Year 2 – Continets & oceans Year 3 - UK Cities and Countries Year 4 – Volcanoes /Earthquakes and Tsunamis</p>

Key Vocab		
country, countries, continents, hemisphere, equator, cities, capital cities, port, settlement, populatuion, United nations, UN convention, NATO, location	settlement, migration, immigration, refugee, feel, asylum, governmet, rights, responisibilities, UN convention, Empire, conquer, claim	arctic, biomes, capital city, Caribbean, climate, continent, country, equator, human, features, geographical, latitude, longitude, northern, hemisphere, physical, Prime/Greenwich Meridian, southern hemisphere, Tropic of Cancer, Tropic of Capricorn, time zones

Knowledge					
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Locational & Place Knowledge	Fieldwork	Use of Geographical Vocabulary	Using Globes, Maps & Plans	Map Work Skills	Human & Physical Geography
<p>I know some of the world's countries, focusing on North America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can explain how aspects have changed over time.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. America. (I also draw on the case study of Europe in lower KS2).</p>	<p>I use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs& digital technologies.</p> <p>I can collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I under-stand some geographical processes.</p> <p>I can carry out a focused in depth study, looking at issues/changes in the area.</p>	<p>I 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.</p> <p>I confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.</p>	<p>I can locate the world's countries, using maps to focus on North & South America.</p> <p>I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries& describe features studied.</p>		<p>I can describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time</p> <p>I can describe in detail types of settlement, land use, economic activity including trade links.</p> <p>I can describe the distribution of natural resources including energy, food, minerals & water in the continents & countries I have studied.</p> <p>I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.</p> <p>I know location of places of global significance, their defining physical & human characteristics and how they relate to one another</p> <p>I regularly use/ apply maths skills in my work</p>



Geography
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Year Group: 6



Mapping the World / Natural Resources	The UK	South America Study
<p>Mapping the World</p> <ul style="list-style-type: none"> How does the earth spin? What are lines of latitude and longitude? How accurate is the world map? <p>Natural Resources</p> <ul style="list-style-type: none"> How do we use natural resources? Where does our food come from? How is water important in our lives? 	<ul style="list-style-type: none"> What are the names of the cities & counties in UK? What are the physical and human characteristics of the regions in the UK? What are the names of some UK hills, rivers and coasts? 	<p>South America</p> <ul style="list-style-type: none"> What is South America like? What is Lima like? What is Lake Titicaca like? <p>The Earth in Space</p> <ul style="list-style-type: none"> What are time zones? Why does the Sun rise higher and lower in the sky? What is the difference between tropical and polar regions?
<p>Links</p> <p>Year 2 - Rainforests</p> <p>Year 3 & 4 – Maps - symbols/keys - to build up knowledge of a local place, UK and the wider world.</p> <p>Year 5 - maps, atlases, globes and digital/computer mapping to locate countries & describe features studied.</p>	<p>Links</p> <p>Year 2 - Name, locate & identify characteristics of countries & capital of the UK and its surrounding seas/comparing.</p> <p>Year 3 – regions, cities and countries in the UK</p> <p>Year 4 - identifying physical and human characteristics.</p> <p>Year 5 – locating worlds countries.</p>	<p>Links</p> <p>Year 2 – Time zones.</p> <p>Year 3 – Lake District</p> <p>Year 4 – Mountains – recognising differences</p> <p>Year 5 – North America - comparing</p>

Key Vocab

Population	Continent	Scale	Mountains	Region	Population	Landmarks	Climate	urban	Population, Rainforests, Peru, Uros people
Symbol	rivers	Key	Landmarks	Equator	Andes, city	Zones	mountains	Region	rivers
						Key		Coast	Pampas
									Lake Titicaca, South America, Tropics, Reeds, Mountains, Equator, Region, rivers, Lima, Longitude, Latitude, Hemisphere, Artic

Knowledge

Locational & Place Knowledge	Fieldwork	Use of Geographical Vocabulary	Using Globes, Maps & Plans	Map Work Skills	Human & Physical Geography
<p>I know some of the world's countries, focusing on South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can name/ locate cities & counties of the UK</p> <p>I know more about the geographical regions of the UK & their identifying physical and human characteristics, including more cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts</p> <p>I can explain how aspects have changed over time.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within S. America.</p> <p>I can identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (incl. day & night).</p>	<p>I can imagine how & why area may change in future</p>	<p>I confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.</p> <p>I can provide greater detail of geographical regions of the UK & their identifying physical and human characteristics using specific geographical vocabulary.</p>	<p>I can use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>I can use a globe & maps & some OS symbols on maps to name and locate UK counties & cities</p> <p>I realise purpose, scale, symbols and style are related.</p> <p>I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>I can show the position and significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe.</p> <p>I can understand and apply mathematical understanding, e.g., on scales, time differences etc. when using maps</p>	<p>I can use Ordnance Survey maps at different scales.</p> <p>I can, draw a detailed sketch map using symbols and a key.</p> <p>I know directions in neighbourhood.</p> <p>I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.</p> <p>I can understand and use 6 figure grid references to interpret OS maps.</p>	<p>I can understand key aspects of: physical geography e.g., climate zones, biomes and vegetation belts.</p> <p>I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.</p> <p>I know location of places of global significance, their defining physical & human characteristics and how they relate to one another</p> <p>I regularly use/ apply maths skills in my work</p>