

Geography Curriculum Progression Map



This progression map details the skills and knowledge that children at The Free School Norwich will gain at each stage of the curriculum.

Locational knowledge							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>	<i>Learners will be able to:</i>
talk about similarities and differences in relation to places, objects, materials and living things	<p>name and locate the four countries making up the British Isles with their capital cities.</p> <p>name the surrounding seas of the United Kingdom.</p> <p>talk about the main features of each of the four countries that make up the United Kingdom .</p>	<p>locate and name the seven continents on a world map.</p> <p>locate and label the five oceans.</p> <p>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>locate and name the continents on a World Map</p> <p>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>name and locate counties and cities of the United Kingdom</p> <p>locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical</p>	<p>explain my own views about locations, giving reasons.</p> <p>name and locate counties and cities of the United Kingdom</p> <p>locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</p>	<p>name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>name and locate the countries of South and Central America</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</p>	<p>name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>name and locate the countries of North America</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern</p>	<p>extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>

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			<p>features and land-use patterns, and understand how some of these aspects have changed over time.</p> <p>name and locate some countries of Europe.</p> <p>share my own views about locations.</p>	<p>name and locate the countries of Europe.</p> <p>name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones</p>	<p>Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	
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Place knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <p>talk about the features of my own immediate environment and how environments might vary from one another.</p>	<p><i>Learners will be able to:</i></p> <p>recognise similarities and differences of geographical features in my own immediate environment.</p> <p>talk about people and places within my local environment?</p>	<p><i>Learners will be able to:</i></p> <p>compare a local City/town in England with a contrasting city in a different country.</p> <p>Identify the key features of a location to say whether it is a city, town, village, coastal or rural areas</p>	<p><i>Learners will be able to:</i></p> <p>compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use.</p>	<p><i>Learners will be able to:</i></p> <p>compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these</p>	<p><i>Learners will be able to:</i></p> <p>understand some of the reasons for geographical similarities and differences between countries.</p> <p>explain how locations around the world are changing and explain some of the reasons for change.</p>	<p><i>Learners will be able to:</i></p> <p>explain and discuss a range of reasons for geographical similarities and differences between countries.</p> <p>explain how locations around the world are changing and explain some of the reasons for change.</p>	<p><i>Learners will be able to:</i></p> <p>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p>

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	<p>compare Norwich with a contrasting place in the UK. talk about people and places beyond my local environment. -Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>		<p>identify the main physical and human characteristics of the countries of Europe?</p> <p>describe geographical similarities and differences between a region in the United Kingdom and one in a European country.</p> <p>describe how the locality of the school has changed over time.</p>	<p>aspects have changed over time. identify the main physical and human characteristics of the countries of Europe.</p> <p>describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.</p> <p>describe geographical similarities and differences between countries.</p> <p>describe how the locality of the school has changed over time.</p>	<p>beginning to understand and explain geographical diversity across the world.</p>	<p>describe geographical diversity across the world.</p>	
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Human and Physical Geography							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <p>make observations of the environment and explain why some things occur and talk about changes.</p>	<p><i>Learners will be able to:</i></p> <p>compare the human and physical features of two British localities, including how the use of land differs in each locality.</p> <p>compare and contrast a farm with the seaside.</p> <p>talk about weather in the UK, what happens in different seasons and how weather changes daily.</p> <p>identify land use around the school.</p> <p>use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the</p>	<p><i>Learners will be able to:</i></p> <p>ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.</p> <p>compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences.</p> <p>use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil,</p>	<p><i>Learners will be able to:</i></p> <p>ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in a European country.</p> <p>describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country.</p>	<p><i>Learners will be able to:</i></p> <p>ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle?</p> <p>-describe key aspects of human geography including</p>	<p><i>Learners will be able to:</i></p> <p>beginning to collect and analyse statistics and other information to draw clear conclusions about locations.</p> <p>beginning to identify and describe how the physical features affect the human activity within a location.</p> <p>identify and describe the main human and physical characteristics of South and Central America.</p> <p>beginning to understand and explain how countries and geographical regions are interconnected and interdependent.</p>	<p><i>Learners will be able to:</i></p> <p>collect and analyse statistics and other information to draw clear conclusions about locations.</p> <p>identify and describe how the physical features affect the human activity within a location.</p> <p>identify and describe the main human and physical characteristics of North and South America</p> <p>explain how countries and geographical regions are interconnected and interdependent.</p> <p>name and locate some of the countries and cities of the world and</p>	<p><i>Learners will be able to:</i></p> <p>understand, using detailed place-based exemplars at a variety of scales, the key processes in:</p> <p>physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.</p> <p>human geography relating to population and urbanisation; international; development; economic activity</p>

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	physical and human features of places studied	valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.			<p>name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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,</p>	<p>their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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.</p>	<p>in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</p> <p>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>
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Geography skills and fieldwork							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <p>use everyday language to talk about positions and distance to solve problems.</p> <p>describe my relative position such as behind or next to.</p>	<p><i>Learners will be able to:</i></p> <p>use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities.</p> <p>use aerial images to recognise landmarks and basic physical features.</p> <p>use simple fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>use a simple key to recognise physical or human features on a map.</p> <p>create a simple map of my local environment.</p>	<p><i>Learners will be able to:</i></p> <p>use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>learn and use the four points of a compass to describe the location of features on a map.</p> <p>use locational and directional language such as: near, far, left, right to describe the location of features on a map.</p> <p>use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>	<p><i>Learners will be able to:</i></p> <p>use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>use locational and directional language such as: near, far, left, right to describe the location of features on a map</p> <p>use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p> <p>-use a wider range of resources to identify the key physical and human</p>	<p><i>Learners will be able to:</i></p> <p>use maps, atlases and digital/computer mapping to locate countries and describe features.</p> <p>use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p> <p>use a range of resources to identify the key physical and human features of a location.</p> <p>use the eight points of a compass, four-figure grid references, symbols and keys to communicate</p>	<p><i>Learners will be able to:</i></p> <p>use a few geographical resources to give descriptions and opinions of the characteristic features of a location.</p> <p>use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area.</p> <p>record the results in different ways</p> <p>talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and</p>	<p><i>Learners will be able to:</i></p> <p>use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area.</p> <p>record the results in a range of ways.</p> <p>analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images</p>	<p><i>Learners will be able to:</i></p> <p>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</p> <p>interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> <p>use Geographical Information Systems (GIS) to view, analyse and interpret places and</p>

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		<p>devise a simple map, and use and construct basic symbols in a key.</p> <p>use simple grid references (A1, B1)</p> <p>use fieldwork to observe, measure and record the human and physical features in the local area</p>	<p>features of a location</p> <p>use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</p> <p>create maps of locations identifying some features using a key.</p>	<p>knowledge of the United Kingdom and the wider world.</p> <p>create maps of locations identifying some features using a key</p>	<p>topological maps – as in London’s Tube map)</p> <p>use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p> <p>create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.</p>	<p>compared with maps and topological maps – as in London’s Tube map)</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p> <p>create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.</p>	<p>data</p> <p>use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>
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