



Windermere Primary School

Progression map: Geography

Intent: We aim to enable our children to develop a sense of identity and belonging through learning about their local area, the UK, Europe and other parts of the world. By developing children's knowledge of other cultures, we teach them the importance of respect and understanding in a multi-cultural society. In addition, we want our children to build their knowledge and understanding of sustainability and environmental issues at a local, regional and global scale so that they gain a sense of responsibility for the care of their environment, the Earth and its people.

| | EYFS | KS1 | |
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| | Reception | Year 1 | Year 2 |
| Skills | <p><u>Location</u></p> <ul style="list-style-type: none"> Understand position through words alone – for example, 'under' – with no pointing (M) Know that there are different countries in the world and talk about differences they have experienced or seen in photos. (UTW) Recognise some similarities and differences between life in this country and life in other countries (UTW) <p><u>Place</u></p> <ul style="list-style-type: none"> Explore the natural world around them (UTW) Describe what they see, hear and feel whilst outside (UTW) Explore the natural world around them, making observations and drawing pictures of animals and plants (UTW- ELG) <p><u>Physical</u></p> <ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live (UTW) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (UTW-ELG) Know some similarities and differences between the natural world around them | <p><u>Location</u></p> <ul style="list-style-type: none"> Explain how some places are linked to other places e.g. roads, trains. Name and locate the 4 countries of the United Kingdom. Identify characteristics of the 4 countries. Use maps, globes and aerial images to recognise some features and places (in the locality) <p><u>Place</u></p> <ul style="list-style-type: none"> Name, describe and compare familiar places. Understand geographical similarities and differences through studying the human and physical geography of a small area of the local environment. Talk about and describe the locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there). <p><u>Physical and Human</u></p> <ul style="list-style-type: none"> Describe seasonal and daily weather changes. To identify the daily and seasonal weather of the locality (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) Use basic geographical vocabulary to refer to key features of places. For example: Physical- Forest, hill, mountain, sea, river, season and weather. Human: city, town, village, house, office and shop. | <p><u>Location</u></p> <ul style="list-style-type: none"> Recap the name and location the 4 countries of the United Kingdom. Recap the characteristics of the 4 countries of the UK. Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage. Name capital cities within the UK. Name, locate and identify characteristics of the seas surrounding the UK. Name and locate all of the world's 7 continents and 5 oceans. <p><u>Place</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country Compare places at a local scale (e.g. where I live and another place at a similar scale in a non-European country). Describe some differences between places near the equator and at the poles. Recognise and describe simple patterns in the environment (e.g. the variations in traffic during the day) |

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| | <p>and contrasting environments, drawing on their experiences and what has been read in class (UTW-ELG)</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them (UTW) Understand some important processes and changes in the natural world around them, including the seasons (UTW- ELG) <p><u>Human</u></p> <ul style="list-style-type: none"> 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 (UTW- ELG) Know some similarities and differences between cultural communities in this country, drawing on their experiences and what has been read in class (UTW- ELG) <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> Describe a familiar route (M) -Discuss routes and locations using words like 'in front of' and 'behind' (M) Draw information from a simple map (UTW) | <ul style="list-style-type: none"> Ask and answer simple geographical questions and discuss responses. <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> Make simple maps and plans. Use directional language forwards, backwards, left and right to describe the location of features and simple routes on a map. Use simple observational skills to study the geography of the school and its grounds. | <p><u>Physical and Human</u></p> <ul style="list-style-type: none"> To identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles. Use basic geographical vocabulary to refer to key features of places. For example: Physical- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human- city, town, village, factory, farm, house, office, port, harbour, shop Ask more complex geographical questions and discuss responses, using geographical vocabulary. <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> Devise and use simple maps and use and construct basic symbols on a key (paper and digital) Use simple compass directions (North, East, South and West) and locational language. Use directional language near, far, left and right to describe location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of the school and its surrounding area. Collect data. Describe and compare places. Use aerial images to help describe what a place is like and locate key features |
| <p>Knowledge</p> | <p><u>"Geography" Knowledge seen across the curriculum.</u> <u>Understanding the World is a key area.</u> There are different countries in the World Other cultures have different traditions Model observational and investigational skills. Ask out loud: "I wonder if...?" Draw information from a simple map. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> | <p><u>St Albans</u></p> <ul style="list-style-type: none"> Our local area is the place that we live and the things around it We use maps to show where something is St Albans is in England St Albans is a city We plan a route for a journey that we will take. Physical features are things that are natural Human features are things that are made by humans. <p><u>The UK</u></p> <ul style="list-style-type: none"> The UK is made up of the island of Great Britain and Northern Ireland. It is surrounded by the North Sea, English Channel, the Irish Sea and the North Atlantic Ocean | <p><u>Where in the World?</u></p> <ul style="list-style-type: none"> There are 5 main oceans in the world: Atlantic, Pacific, Indian, Arctic, Southern There are 7 continents – Europe, Asia, Africa, South America, North America, Australasia and Antarctica There are hot and cold parts of the world – these are concentrated around the poles and the equator There are a number of seas around the UK - North Sea, English Channel, Irish Sea, Celtic Sea <p><u>Mapping localities</u></p> <ul style="list-style-type: none"> A map shows us where a place is and what things are there Maps use symbols and keys to show what is there A compass helps us know which direction something is in |

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| | <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Recognise some similarities and differences between life in this country and life in other countries. Teach children about places in the world that contrast with locations they know well Recognise some environments that are different from the one in which they live. Teach children about a range of contrasting environments within both their local and national region Understand the effect of changing seasons on the natural world around them. Guide children’s understanding by draw children’s attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.</p> | <ul style="list-style-type: none"> • Knowledge of countries of the UK: • Country: England, Scotland, Wales, Northern Ireland • Capital: London, Edinburgh, Cardiff, Belfast • Landmark: Big Ben, The Kelpies, Mt Snowden, Giant’s Causeway <p><u>Weather</u></p> <ul style="list-style-type: none"> • Weather is the way the air feels and what is happening in the sky- temperature, cloud, rainfall. • Seasons are (approximately): • Spring March, April, May • Summer June, July, August • Autumn September, October, November • Winter December, January, February • There are different types of weather in the UK (sun, cloud, raining, thunder, lightning, windy, snow) • The weather in the United Kingdom can change from day to day. • There are general weather patterns in each season • A weather forecast is a statement saying what the weather will be like today, the next day or for the next few days. • Weather forecasts use different symbols which are helpful. | <ul style="list-style-type: none"> • There are four main points to a compass – North, East, South and West • Knowledge of countries and continents • City: St Albans, Sylhet • Country: England, Bangladesh • Continent: Europe, Asia • Landmark: St Albans Abbey, Shahjalal Dorgha <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> • Fieldwork can be carried out to source information to answer a geographical question. • We can find patterns in things that happen around school to understand how things are used • Maps help us identify areas which could need improving • Symbols add information to a map to help keep it simple and easy to use • Aerial maps are used to see a simplified view of a wide area. • Sketch maps give a simplistic representation of a place |
| <p>Vocabulary</p> | <p>Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play. Understand position through words alone – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> | <p>geography, local, area, map, human, features, physical, country, aerial view, route, city, landmark, route, England, Scotland, Wales, Northern Ireland, UK, United Kingdom, island, capital city, London, Edinburgh, Cardiff, Belfast, population, rivers, mountains, buildings, fields, residential, town, countryside Autumn, cloudy, lightning, rain, seasons, Spring, snow, Summer, sun, temperature, thermometer, thunder, weather, wind, Winter, symbols, forecast</p> | <p>Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Continents, North Pole, South Pole, Countries, North Sea, Europe, Asia, Africa, South America, North America, Australasia, Antarctica</p> <p>Human, physical features, county, country, continent, rural, urban, landmark, sketch map, aerial view, key, route, St Albans, Hertfordshire, Sylhet, Bangladesh, Fieldwork, tally, question, evaluate, criteria, symbols, representation, planning</p> |
| <p>Key Questions</p> | <p>Read stories about journeys, such as ‘Rosie’s Walk’ When appropriate, ask children to describe their route and give directions to each other.</p> | <p>Why do we use maps? What country do we live in? Is St Albans at village, town or a city? What is a physical feature?</p> <p>Which countries make up the UK? Can you name any of the seas that surround the UK?</p> | <p>What is the difference between a country and continent? Name as many continents as you can What are the names of the cold areas of the world? Where are the hottest temperatures found? How do the seas around the UK differ to others in the world? What are the four main points on a compass?</p> |

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| | <p>Take children out to shops or the park: recall the route and the order of things seen on the way.</p> | <p>What is another name for the four countries of the UK? Name the capital cities of the countries in the UK? What famous landmarks do you know that are in the UK?</p> <p>What are the four seasons? What season is September/April/February/July in? Which is usually the hottest/coldest season in the UK? What is a weather forecast? Draw and label as many weather symbols as you can remember</p> | <p>Which country is Sylhet in? How does temperature compare between Sylhet and St Albans? What is the difference between urban and rural places? What is the difference between a country and continent? How can we find out what people think about the school? What different types of maps are there? What reasons are there for improving the school grounds? How can we improve the school grounds?</p> |
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