



Ordsall Primary School Progression Map for Geography



		<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Key National Curriculum Theme	Locational knowledge	<p>I know that there are different countries in the world and talk about the differences I have experienced or seen in photos.</p> <p>I am beginning to make sense of my own life-story</p>	<p>I can 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.</p> <p>I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p>	<p>I can name and locate the four countries making up the British Isles, with their capital cities – Summer 2</p> <p>I can name the surrounding seas of the United Kingdom? – Summer 2</p> <p>I know what I like about the place I live.</p>	<p>Name, locate and identify characteristics of the four countries and name the capital cities of the U.K. I can name the seven continents of the world.</p> <p>I can relate continents to where I live. I can name the 5 Oceans and locate them on a map.</p>	<p>I can locate myself on a map of the UK.</p> <p>I can discuss where I live in relation to Nottinghamshire and Egypt, Wales and Scotland.</p> <p>I can relate cities - UK capitals, Sheffield and Nottingham and countries to where I live.</p> <p>I can identify some major rivers – Thames and Trent and mountains – the Pennines in the UK.</p> <p>I can name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities – Nottingham and Sheffield and some key topographical features including hills, mountains and rivers.</p> <p>Locate the world’s countries and focus on Europe - Switzerland, Germany, France and the UK, North Africa and North and South America.</p> <p>I can locate the tropic of Cancer/Capricorn, the equator and the North and South hemispheres on a map.</p>	<p>I can name and locate some European countries and cities in relation to WWI and Italy. (including Russia)</p> <p>I can identify some rivers, mountains and volcanoes within the UK and globally</p> <p>I know how to find at least six cities in the UK on a map</p> <p>I know about, name and locate some of the main islands that surround the U.K.</p> <p>I know the difference between the British Isles, Great Britain and the U.K.</p> <p>I can identify the position/ significance of latitude, longitude, equator, N & S Hemisphere.</p>	<p>I can name & locate major countries and continents of the world.</p> <p>I know, name and locate the major capital cities of neighbouring European Countries.</p> <p>I know about, name and locate many of the world’s most famous mountainous regions.</p> <p>I can name world countries and cities with a focus on South America, including the Amazon Rainforest and the Mayans.</p> <p>I can identify biomes on a map.</p> <p>I can understand geographical similarities and differences of human & physical geography of a region of South America.</p> <p>I can identify the position of the Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (incl. day & night).</p>	<p>I can name & locate major countries of the world.</p> <p>I know, name and locate the capital cities of neighbouring European Countries in relation to WWII and changes in recent history.</p> <p>I know about, name and locate many of the world’s most famous mountainous regions.</p> <p>I can name world countries and cities with a focus on North America.</p> <p>I can understand geographical similarities and differences of human & physical geography of a region of North America.</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Location Vocabulary</p>	<p>Buildings, bridges, train tracks, farm, road, name of school, name of class, house, path, park, school, shop, doctors. Trees, plant, grass, hill, field, forest, wood.</p>	<p>Address, street, garden, pavement, dentist, factory, farm, land, water.</p>	<p>United Kingdom England, Scotland, Wales, N. Ireland, Belfast, Cardiff, Edinburgh, London, capital city, country city, town, village. detached/semi-detached/terraced house, bungalow, office.</p>	<p>United Kingdom Surrounding seas North/Irish/Celtic Seas, English Channel Oceans/continents Continent, ocean, sea, Asia, Africa, North America, South America, Antarctica, Australia/Oceania/Australasia, Europe, Arctic, Southern, Pacific, Atlantic, Indian.</p>	<p>Location (recap of Y2 vocabulary) United Kingdom, Great Britain, county, region, urban, rural, Switzerland, France, Egypt, equator, north and southern hemisphere, tropic of Cancer and Capricorn, capital city, city (Nottingham, Sheffield), village, town, hamlet. Physical features landscape, mountains -Pennines, hills, valleys, lakes, rivers – Thames and Trent, climate</p>	<p>Climate, earthquake, volcano, water cycle, condensation, evaporation, Alps, mountainous, Mediterranean, topography, topographical features, latitude, longitude, N & S Hemisphere</p>	<p>Biomes: biomes/vegetation belts, Tundra, coniferous & deciduous forest, desert Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones. Human geography trade, deforestation, economy Physical geography biomes, climate zones</p>
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Key National Curriculum Theme	Place knowledge	<p>Children look at and talk about the wider world using images, video clips, shared texts and other resources. I can name where my school is. I can name areas around our school.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p> <p>I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.</p> <p>I know that there are different countries in the world and talk about the differences I have experienced or seen in photos</p>	<p>I understand Geographical similarities and differences through studying human and physical geography of a small area (Retford) of the U.K (Autumn 2) and a small contrasting European country – Summer term.</p> <p>I know what I like and do not like about the place I live – Autumn 2 (houses/Retford).</p>	<p>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>I know what I like and do not like about a place that is different to the one I live in.</p> <p>I describe a place outside Europe using Geographical words.</p> <p>I know about the facilities that a village, town and city may need and give reasons.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Nottinghamshire - and of a small area in a contrasting non-European country - Egypt</p> <p>I can discuss where I live in relation to counties and countries.</p> <p>I can relate cities, Nottingham and Sheffield, to where I live.</p> <p>I research to discover features of villages, towns and cities around Ordsall and appreciate the differences.</p> <p>I know why people may choose to live in one place or another</p> <p>I can relate counties to where I live.</p> <p>I can identify some major rivers in the UK.</p> <p>I can identify some mountains in the UK.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the U.K, a region in Italy and a region within Fuego and Guatemala.</p> <p>I research to discover features of villages, towns and cities around rivers and appreciate the differences.</p> <p>I know the difference between the British Isles, Great Britain and the U.K.</p> <p>I can name some European countries and cities. I can locate some European countries (including Russia) and cities.</p> <p>I can identify some rivers, mountains and volcanoes. I can identify the position/significance of latitude, longitude, equator, N & S Hemisphere.</p>	<p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the U.K, a region in a European country and a region within South America</p> <p>I can name & locate major countries of the world.</p> <p>I can name world countries and cities with a focus on South America.</p> <p>I know the countries that make up the European Union.</p>	<p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom – the Peak District, a region in a European country in WWII and a region within North America</p> <p>I name the largest deserts in the world and locate desert regions in an atlas.</p>



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Place Vocabulary	Buildings, bridges, train tracks, farm, road, name of school, name of class, house, path, park, school, shop, doctors. Trees, plant, grass, hill, field, forest, wood.	Address, street, garden, pavement, dentist, factory, farm, land, water.	United Kingdom England, Scotland, Wales, N. Ireland, Belfast, Cardiff, Edinburgh, London, capital city, country city, town, village. detached/semi-detached/terraced house, bungalow, office.	United Kingdom Surrounding seas North/Irish/Celtic Seas, English Channel Oceans/continents Continent, ocean, sea, Asia, Africa, North America, South America, Antarctica, Australia/Oceania/Australasia, Europe, Arctic, Southern, Pacific, Atlantic, Indian.	Location (recap of Y2 vocabulary) Great Britain, county, Switzerland, France, Egypt, equator, north and southern hemisphere, tropic of Cancer and Capricorn, capital city, city (Nottingham, Sheffield), village (Ordsall), town, hamlet, desert biome, border Physical geography landscape, mountains -Penines, hills, valleys, lakes, rivers – Thames and Trent, climate, delta, desert, flood plain, physical feature Human geography agriculture, economic activity, urban, rural, tourism, dam, impact, natural resources, population, pyramid, settlement, human feature, landuse	Climate, earthquake, volcano, water cycle, condensation, evaporation, Alps, mountainous, Mediterranean, topography, topographical features, latitude, longitude, N & S Hemisphere	Biomes: biomes/vegetation belts, Tundra, coniferous & deciduous forest, desert Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones. Human geography trade, deforestation, economy Physical geography biomes, climate zones	



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Key National Curriculum Theme	Geographical skills and Fieldwork	Based around school grounds	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Use world maps, and globes to identify the United Kingdom and its countries, as well as the countries, seas studied at this key stage.	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	I can use simple maps, atlases and globes to locate countries and describe features studied in Egypt and the UK	I can use Ordnance Survey maps, atlases and globes to locate countries and describe features studied	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied to compare changes over time
		I can use some of my senses to observe places.	I can explore the natural world around me, making observations and drawing pictures of animals and plants. Describe immediate environment using knowledge from observation. I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class. I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map – discreet teaching through maths and Blubots. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; - Autumn 2 local area use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features – Ordsall/Retford.	use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks 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.	I can use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps and relevant symbols e.g. school, shop, church) to build knowledge of the United Kingdom and the wider world I can use fieldwork to observe, measure, record and present the human and physical features in Ordsall using a range of methods, including sketch maps, plans and graphs, and digital technologies. I can use fieldwork to observe, measure and record some of the human and physical features in Ordsall using sketch maps and graphs I can conduct surveys. I can carry out a simple questionnaire. I am able to use simple equipment to measure and record. I can investigate the local area, looking at types of shops, services and houses. I know why people may be attracted to live in cities	I can use fieldwork to observe, measure, record and present the human and physical features in Ordsall using a range of methods, including sketch maps, plans and graphs, and digital technologies. I can carry out a targeted survey to find specific data. I can suggest appropriate equipment. I can accurately measure and record. I apply mathematical skills in data handling to Geography fieldwork. I know how to plan a journey from my town/city to another place in England.	I can use fieldwork to observe, measure, record and present the human and physical features in Whitby, Scarborough and the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies I can use simple graphs to compare precipitation I can look at issues/changes in the area. I can explain why my area may change in future.	I use fieldwork to observe, measure & record human & physical features in Crowden and the local area using a range of methods, including sketch maps, plans, graphs & digital technologies. I can make sketch maps of areas using symbols, a key and a scale. <i>I can collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes.</i> <i>I can carry out a focused in-depth study, looking at issues/changes in the area.</i> <i>I can explain why area may change in future referring to data or evidence used.</i>



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			what has been read in class.						I can collect and accurately measure information e.g. Rainfall, temperature, wind speed etc.
Fieldwork Vocabulary				Local area, similarities, differences	Fieldwork, environment, patterns, characteristics, observe, identify, contrast, compare, land use. (Coast, cliff, beach, harbour, marina)	map, atlas, globe, aerial, eight-point compass, four figure grid reference, symbol, ordnance survey map, landuse, sketch map, plan, survey, questionnaire, detached, semi-detached, bungalow, terraced, flat / apartment.	changes, discuss, investigate,	Land use	



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		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Theme	Human and Physical Geography	<p>I can study the key human and physical features of the surrounding environment of my school. I can use observational skills to notice changes in the environment in relation to the weather, seasons. I can identify seasonal/ daily UK weather patterns.</p>	<p>I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p>	<p>I can identify seasonal and daily weather patterns in the U.K – discreet throughout year/season changes. The location of hot and cold areas of the world – Spring 1/Summer 2</p> <p>Use basic geographical vocabulary to refer to key physical features Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather. Human features; city, town, village, farm, house, office, harbor, shop.</p> <p>I know which clothes I would wear in hot and cold places – Summer 2</p> <p>I know how the weather changes throughout the year and name the seasons – teach discreetly.</p>	<p>I can identify seasonal and daily weather patterns in the U.K and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features Beach, cliff, coast, forest, hill, mountain, sea, ocean, river,soil,valley, vegetation,season and weather. Human features ; city, town, village, factory, farm, house, office, port, harbor, shop.</p> <p>I know which clothes I would wear in hot and cold places.</p> <p>I know how the weather changes throughout the year and name the seasons.</p> <p>I know about the facilities that a village, town and city may need and give reasons.</p>	<p>Describe key aspects of: physical geography including types of climate zones, biomes, rivers – the Nile and introduce the water cycle.</p> <p>Human geography including types of settlement and land use, economic activity.</p> <p>I know why people may be attracted to live in cities.</p> <p>I know why people may choose to live in one place or another in relation to areas studied</p> <p>I research to discover features of villages, towns and cities and appreciate the differences.</p>	<p>Describe key aspects of: physical geography including types of rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.</p>	<p>I can understand key aspects of physical geography e.g. climate zones, biomes and rivers</p> <p>I can identify key physical and human characteristics focusing on a region of the UK and Europe and South America.</p> <p>Understand how human and physical processes interact and change environments and the climate.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the U.K and a region in a European country and a region in North or South America.</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 and the distribution of natural resources including energy, food, minerals and water.</p> <p>Understand how human and physical processes interact</p>



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									and change environments and the climate.
Human and physical Vocabulary	<ul style="list-style-type: none"> Human features: Buildings, bridges, train tracks, farm, road, name of school, name of class, house, path, park, school, shop, doctors. Physical Features: Trees, plant, grass, hill, field, forest, wood. 	<ul style="list-style-type: none"> Human features: Street, garden, pavement, dentist Physical Features: Land, water. 	<ul style="list-style-type: none"> Human features city, town, village, factory, farm, house, office, shop, capital city, country Physical features season, weather, 	<ul style="list-style-type: none"> Physical features beach, cliff, coast, port, harbor, marina, forest, mountains, sea, ocean, river. 	<p>Physical geography landscape, mountains -Pennines, hills, valleys, lakes, rivers – Thames, Trent, The Nile, climate, climate zone (tropical, Mediterranean, dry/arid, temperate, polar) delta, desert, flood plain, physical feature, biome – desert, water cycle <i>evaporation, condensation, precipitation</i></p> <p>Human geography urban, rural, agriculture, land use, economic activity, tourism, dam, impact, natural resources, population, pyramid, settlement, human feature</p>	<ul style="list-style-type: none"> Physical features earthquake, volcano, water cycle, Alps, geology, minerals and rock types, chalk, slate, granite, sandstone, Mediterranean 	<ul style="list-style-type: none"> Human geography trade, deforestation, economy Physical geography Climate zones, biomes/vegetation belts, Tundra, coniferous & deciduous forest, mountainous, desert. 		



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Play, Learn & Grow Together

Nursery		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry Skills and Communication	<p>I can ask questions.</p> <p>I can respond to questions.</p> <p>Children can begin to communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class.</p> <p>I can make comments about what I have heard and ask questions to clarify my understanding.</p> <p>I participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.</p>	<p>I can begin to explain how/why I can find information from sources – Spring 1 (South/North Pole)</p> <p>To begin to use sources as a basis to ask and respond to questions.</p> <p>I keep a weather chart and answer questions about the weather – discreet teaching</p>	<p>I can communicate geog. information in a variety of ways, including through maps and writing at length and using data.</p>	<p>I can draw upon my knowledge and understanding to suggest suitable questions and make decisions.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>I can draw upon my knowledge and understanding to suggest suitable questions and make decisions.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>I can ask questions in a geographical context.</p> <p>I can respond to questions in a geographical context.</p> <p>I can communicate my understanding of my own environment and contrasting environments.</p> <p>I can use an atlas by using the index to find places.</p>	<p>I can ask questions using geographical language.</p> <p>I can respond to questions using geographical language.</p> <p>I can begin to communicate my understanding of my own environment and contrasting environments in a variety of forms.</p> <p>I can use an atlas by using the index to find places.</p>
<p>General:</p> <ul style="list-style-type: none"> • Aerial photograph, Left, right, • Address. 	<p>Human features</p> <ul style="list-style-type: none"> • city, town, village, factory, farm, house, office, port, harbor, shop, capital city, country • Physical features • beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, marine • General • environment, recycle, compass, compass points, north, south, east west, fieldwork, plan, aerial photograph, map key symbols, Equator, hot/cold, direction, key, country, continent, globe, atlas, address, right/left, patterns, characteristics, surrounding seas, contrasting non-European 	<ul style="list-style-type: none"> • Physical features • landscape, hills and mountains, Pennines, Grampians, Cambrians, Southern Uplands, Cotswolds, North and South Downs, coast, rural, climate, erosion, deposition, earthquake, volcano, water cycle, Alps, geology, minerals and rock types, 	<p>Human features</p> <ul style="list-style-type: none"> • urban, rural, country, county, economy, trade <p>Specific Content</p> <ul style="list-style-type: none"> • observe, measure/record, compass points: NW NE SE SW, Ordnance Survey, map/scale, 4 figure grid reference, symbols <p>General</p> <ul style="list-style-type: none"> • land use, mountains, river, equator, Northern and Southern hemisphere, Tropic of Cancer and Capricorn, 	<p>Human geography</p> <ul style="list-style-type: none"> • trade, deforestation, derelict, economy • Physical geography • tributary confluence, meander, ox bow estuary, mouth source, biomes, climate zones • Specific • GIS - Geographical Information systems, analysis of data and statistics, global warming, latitude, longitude, North/South hemisphere, Tropics of Capricorn and Cancer, time differences • General • spatial variation, vegetation, erosion, deposition, headland, resort, cliff, bay, delta, geographical influences/significance, 6 figure grid reference, climate change, Ordnance Survey 				



Play, Learn and Grow Together!

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Play, Learn and Grow Together!

		chalk, slate, granite, sandstone, biomes/vegetation belts, Tundra, coniferous & deciduous forest, Mediterranean, mountainous, desert	differences/similarities, compare/contrast, atlas/map/globe, change over time, climate zone (tropical, Mediterranean, dry/arid, temperate, polar)	
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