



Geography Progression Map

Year 1						
	Where is my school?	<ul style="list-style-type: none"> • Plan of classroom • Routes around school • Record simple directions using vocabulary near, far, up, down, left right, forwards, backwards 	How do I get to my town?	<ul style="list-style-type: none"> • Church walk route • Route to train station • Observations of human features (village, town, shops) • Record simple route as a picture map 	What can I see on a train journey?	<ul style="list-style-type: none"> • Route of railway journey- Bishop Auckland to Shildon • Take photographs focusing on physical features (hill, tree, wood, soil, valley, vegetation, countryside). • Comparison to Bishop Auckland town centre
Locational and Place Knowledge						
The UK	Develop knowledge of the human and physical Geography of a small area of the UK.					
The World						
Geographical Understanding						
Connections	Understand how some places are linked to other places e.g. roads, trains.					
Human themes	Learn about the key human features of the school's surrounding environment. Recognise how places have developed e.g. shops. Use basic geographical vocabulary: village, town, shops					
Physical themes	Use basic geographical vocabulary: hill, tree, wood, soil, valley, vegetation, countryside Learn about the key physical features of the school's surrounding environment.					
Geographical Skills and Enquiry						
Maps and Atlas	Devise simple maps of the classroom and school grounds Use picture maps Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the local area Explore maps of the local area Begin to use own symbols as a key					



Geography Progression Map

Fieldwork and Investigation	Use simple fieldwork and observational skills to study the geography of our school and surrounding area Ask simple geographical questions Express own views about a place, people, environment Observe and record e.g. identify buildings on a street – memory maps Communicate in different ways e.g. pictures/simple pictograms
Continuous Provision	
What is the weather like today? Opportunities to find land and sea on a globe or world map Use maps of UK and the world to show children where different places are as and when they name them/hear about them, e.g. world events, Newsround, Musical Moments Introduction to the human features: factory, office Introduction to the terms North, South, East and West	



Geography Progression Map

Year 2						
	Where are our seashores?	<ul style="list-style-type: none"> Identify and label seas around the UK Investigate physical features of seashores (beach, cliff, coast, sea, ocean, river) Build on knowledge from Early Years to visit a contrasting seashore 	How does Durham compare with London?	<ul style="list-style-type: none"> Locating countries and capital cities of the UK Compare Durham and London, focusing on key human and physical features (houses, factories, buildings, River Wear and Thames, landmarks) Investigate how London has changed over time (link to History- Great Fire of London) 	Contrasting non-European country	<ul style="list-style-type: none"> Use a world map to name and locate the seven continents and five oceans. Use a world map to identify hot and cold regions Focus on one small area of one non-European country. Investigate vegetation and mountains.
Locational and Place Knowledge						
The UK	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.					
The World	Name and locate the world's seven continents and five oceans.					
Geographical Understanding						
Connections	Understand geographical similarities and differences through studying the human and physical geography of Durham in comparison to London and _____					
Human themes	Learn about the key human features of Durham and London Recognise how London has changed over time Use basic geographical vocabulary: city, factory, office, houses, port, harbour					
Physical themes	Identify seasonal weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Learn about the key physical features of the seashore: beach, cliff, coast, sea, ocean Learn about the key physical features of _____: mountain, vegetation					
Geographical Skills and Enquiry						
Maps and Atlas	Use world maps, atlases and globes to identify the countries in the United Kingdom, as well as the countries, continents and oceans studied at this key stage.					



Geography Progression Map

	<p>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.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Durham and London</p> <p>Explore and compare maps of London from the past to now</p> <p>Devise own maps of a wider area or route, e.g. River Wear, Durham</p> <p>Use agreed symbols to make a simple key</p>
Fieldwork and Investigation	<p>Use simple fieldwork and observational skills to study the geography of Durham and the key human and physical features of its surrounding environment. (draw a simple map, use camera. sketch and diagram)</p> <p>Ask geographical questions, e.g. What is it like? How has it changed?</p> <p>Express own views about a place, people, environment, location.</p> <p>Give detailed reasons to support own likes, dislikes, preferences</p> <p>Observe and record in different ways e.g. sketches, diagrams, ICT communicate in different ways – pictures, writing, charts.</p>
Continuous	
<p>What is the weather like today?</p> <p>What is the weather like in _____ today?</p> <p>Use North, South, East and West</p> <p>Find the location of Australia (links to Captain Cook, steel for Sydney Harbour bridge shipped from Middlesbrough)</p> <p>Use maps of UK and the world to show children where different places are as and when they name them/hear about them, e.g. world events, Newsround, Musical Moments</p>	



Geography Progression Map

Year 3 and 3/4						
	Are all parts of the UK the same?	<ul style="list-style-type: none"> • What makes up the UK? • Identify the different counties of the UK • Focus on location of hills, mountains, coasts (linking to Year 2) and rivers. 	How do we use rivers?	<ul style="list-style-type: none"> • Transport (ports, cars) • Trade • Wine (Tyne – Annfield Plain) • Map the journey of wine • Journey of the Tyne to Newcastle • Water cycle 	Rotterdam or Amsterdam?	<ul style="list-style-type: none"> • Identify major European rivers • Look at the journey of the River Rhine • Compare ports of Rotterdam and Amsterdam • Identify what is imported to UK through Rotterdam- Why do we get this from here?
Locational and Place Knowledge						
The UK	Name and locate counties and cities of the UK, geographical regions and identifying human and physical features; key topographical features- focus on rivers					
The World	Look at an area of a European country- River Rhine, Rotterdam and Amsterdam					
Geographical Understanding						
Connections	Identify where counties are within the UK Develop an awareness of how places relate to each other and connect to each other through trade- how rivers link to different parts of the UK/different parts of Europe and how seas link the UK to the rest of Europe					
Human themes	Identify human features of the locality including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use the terms: trade, Europe, ports, airport, road, canals					
Physical themes	Identify physical features of counties Explore rivers and why they are used to link different places Use the terms: seas, rivers, minerals, water, natural resources					
Geographical Skills and Enquiry						
Maps and Atlas	Use maps, globes and Digi maps to locate counties and describe features Explain what places are like by looking at a map. Use the eight points of a compass. Use letters, numbers or co-ordinates to locate features on a map (co-ordinates for Year 4) Recognise symbols on an OS map					



Geography Progression Map

	Use a Junior Atlas
Fieldwork and Investigation	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. Make more detailed sketches and diagrams with annotations. Use fieldwork instruments (camera, weather station). Ask geographical questions. What do you think about it? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures Identify and explain different views of people including themselves Explore geographical issues through drama role play e.g. trade Collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps Communicate in ways appropriate to task and audience creating a sense of place e.g. use questionnaires, charts, graphs to show results, write views to local paper
Continuous	
Continents of the world What is the weather like in the Netherlands today? What is the effect of weather on the River _____? Use North, North-West, West, South-West, South, South-East, East, North-East Use maps of UK and the world to show children where different places are as and when they name them/hear about them, e.g. world events, Newsround, Musical Moments	



Geography Progression Map

Year 4/5						
	At what height does a hill become a mountain?	<ul style="list-style-type: none"> Identify mountains in the UK, e.g. three peaks, heights of mountains Focus on local mountains, e.g. Westerton Hill, Billy Hill, Roseberry Topping Mountain ranges of the world Map symbols and contours 	Why does Italy shake and roar?	<ul style="list-style-type: none"> Focus on Pompeii and Mount Vesuvius- nearest volcano to London Investigate volcanoes- how they are formed, what makes them erupt, etc. Look at the settlement of Pompeii- comparison between then and now. What might happen in the future? Links to History topic- The Romans 	Where does water fall?	<ul style="list-style-type: none"> High Force – River Tees Locate North and South America on a World Map. Investigate one small part of North America- Niagara Falls
Locational and Place Knowledge						
The UK	Name and locate counties and cities of the UK, geographical regions and identifying human and physical features; key topographical features- focus on mountains and volcanoes					
The World	Locate the world's countries, focusing on one country in Europe and a small part of North and South America					
Geographical Understanding						
Connections	Visit Roseberry Topping (or another mountain) to experience the vastness of seeing a mountain first hand Follow the route from River Tees to High Force to see how a waterfall is formed					
Human themes	Identify human features of Vesuvius and Pompeii including types of settlement and land use Use the terms: Pompeii, settlement Study the features that make land habitable.					
Physical themes	Use the terms: mountain, volcano, earthquake, Italy, Vesuvius, waterfall, High Force, River Tees, Niagara Falls					
Geographical Skills and Enquiry						
Maps and Atlas	Use maps, globes and Digi maps to locate countries and describe features Use the eight points of a compass and four figure grid references Use co-ordinates to locate features on a map Read and use symbols on an OS map					



Geography Progression Map

	<p>Identify and understand contour lines on a map Draw accurate maps with more complex keys. Use maps at more than one scale. Confidently use a Junior Atlas</p>
Fieldwork and Investigation	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. Use a simple database to present findings from fieldwork Make more detailed sketches and diagrams with annotations. Use fieldwork instruments (camera, weather station). Ask geographical questions. What do you think about it? What is this landscape like? What will it be like in the future? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps. Identify and explain different views of people including themselves. Collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns Communicate in ways appropriate to task and audience.</p>
Continuous	
<p>Introduce Northern and Southern Hemisphere when introducing North and South America Introduce terms: equator, Arctic and Antarctic What time is it in _____? Clocks to show different time zones (Italy, Niagara Falls) What is the weather like in _____? How has it changed? Use maps of UK and the world to show children where different places are as and when they name them/hear about them, e.g. world events, Newsround, Musical Moments World Map displaying time zones</p>	



Geography Progression Map

Year 5						
	Does it always rain in the rainforest?	<ul style="list-style-type: none"> Visit Hamsterley/Kielder forest to look at physical features of forests Compare to the Amazon rainforest in Brazil Study of rainfall 	Why are rainforests important?	<ul style="list-style-type: none"> 'Lungs of the Earth' Deforestation Change of use of land over time Study vegetation belts and biomes 	Pole Position?	<ul style="list-style-type: none"> Identify polar regions of the world Compare and contrast hot/cold climates Effects of changes in climate on the environment, e.g. global warming Conduct a survey relating to climate change
Locational and Place Knowledge						
The UK	Understand geographical similarities and differences through the study of human and physical geography of a forest in the UK and the Amazon rainforest in Brazil					
The World	Locate the world's countries, using maps to focus on North and South America, focusing on their environmental regions, key physical and human characteristics, countries and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian, time zones (including day and night) and the Arctic and Antarctic					
Geographical Understanding						
Connections	How does climate differ between places, locally, national and globally? What is the impact of rainforests on our climate? What are the similarities and differences between hot and cold climates?					
Human themes	Describe and understand key aspects human geography including the distribution natural resources Develop the understanding of interaction between physical and human processes Comparisons of hot and cold climates					
Physical themes	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts					
Geographical Skills and Enquiry						
Maps and Atlas	Plan a map using scale and follow a route on a given map Use maps, GIS, globes and atlas to discuss an area in detail					



Geography Progression Map

	<p>Use longitude and latitude when using an atlas and globe</p> <p>Use time zones to locate countries</p> <p>Locate hot and cold climates on a map</p> <p>Explore features on OS maps.</p>
Fieldwork and Investigation	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Ask geographical questions. What is this landscape like? How has it changed? What made it change? How is it changing?</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life.</p> <p>Identify and explain different views of people including themselves.</p> <p>Design and use questionnaires to obtain views of community on subject. Collect and record evidence.</p> <p>Conduct a survey</p> <p>Communicate in ways appropriate to task and audience.</p>
Continuous	
<p>Clocks to show the time in Brazil and in the polar regions</p> <p>Use maps of UK and the world to show children where different places are as and when they name them/hear about them, e.g. world events, Newsround, Musical Moments</p> <p>World Map displaying time zones</p> <p>Comparing weather</p>	



Geography Progression Map

Year 6						
	What is it like living in India?	<ul style="list-style-type: none"> • Study a settlement in India, e.g. New Dehli • Investigate land use and compare with a contrasting city in the UK, e.g. _____ • Compare standard of living between the two • Explore economic activity, e.g. trade links with UK and the wider world 	What do we give back to India?	<ul style="list-style-type: none"> • Pollution- plastic landfill sites- visit a landfill site in Durham • Visit a recycling village (Spennymoor) and possibly an eco-village • Fieldwork study comparing types of waste and where it comes from • Links to Blue Planet (linking back to previous topics studied across KS2) 	How can we care more for our Earth?	<ul style="list-style-type: none"> • Climate change and its impact on us • Evidence of climate change in our own locality • Future preservation • Conservation
Locational and Place Knowledge						
The UK	Name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features and understand how some of these aspects have changed over time.					
The World	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.					
Geographical Understanding						
Connections	Understand geographical similarities and differences through the study of human and physical geography, and a region within Asia					
Human themes	<p>Describe and understand key aspects human geography including the distribution of natural resources, distribution of waste and the impact this has on the environment</p> <p>Deepen the understanding of interaction between physical and human processes</p>					
Physical themes	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts					
Geographical Skills and Enquiry						



Geography Progression Map

Maps and Atlas	Understand purpose, scale, symbols and style and know that they are related. Use 4 and 6 figure grid references to locate features and instructions to 8 cardinal points 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 their knowledge of the United Kingdom and the wider world.
Fieldwork and Investigation	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps and charts to support decisions making about the location of new places e.g. houses/bypass. Ask geographical questions. What patterns can you see? How has the pattern changed? Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it. Identify and explain different views of people including themselves. Give increased detail of views, justification – detailed reasons influencing views. Collect and record evidence. Record measurements. Communicate in ways appropriate to task and audience e.g. use email to exchange information
Continuous	
Clocks to show the time in India and in the UK Use maps of UK and the world to show children where different places are as and when they name them/hear about them, e.g. world events, Newsround, Musical Moments World Map displaying time zones Comparing weather and climate changes	