

Procedural knowledge Progression Map: Geography

	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Geographical Enquiry
				
F1	- To begin to differentiate between different places they go to. E.g., Home, school, church, mosque. - Explore geographical similarities and differences through studying forest school area (outdoor learning), in comparison in indoor learning. - Describe the features in the school grounds. - To know that school is in Bulwell - To know that there are many different countries around the world.	- Identify and observe seasonal changes and daily weather patterns in the United Kingdom - Identify key human features, including: house, flat, school, church, mosque in relation to their own experiences - Identify key physical features including: Hill, park, river - To respect and care for the natural world. - To understand how we can travel in different ways	- Use simple locational and directional language, in front, next to behind forwards and backwards to describe the location of features and routes on maps - Begin to make maps, through placing objects and toys to view from an aerial perspective. - Use mark making to visually represent maps - Use simple fieldwork and observational skills to study the geographical features of our school, drawings, prints, voice notes, pictures.	- Explain where they live and some of the physical features - Answer some questions using different geographical resources - Ask geographical questions - To begin to understand that people have different cultures and explore the differences.
F2	- To understand and discuss different places they go to. Home, school, church, mosque. - Understand geographical similarities and differences through studying forest school area (outdoor learning), in comparison in indoor learning. - Describe the features in the school grounds. - To know that school is in Bulwell - To know that there are many different countries around the world.	- Identify and observe seasonal changes and daily weather patterns in the United Kingdom - Identify key human features, including: house, castle, caravan, flat, school, church, mosque - Identify key physical features including: Hill, park, river - To respect and care for the natural world. - To understand how we can travel in different ways	- Use simple locational and directional language, in front, next to behind forwards and backwards to describe the location of features and routes on maps - Begin to make maps, through placing objects and toys to view from an aerial perspective. - Use mark making to visually represent maps - Use simple fieldwork and observational skills to study the geographical features of our school, drawings, prints, voice notes, pictures.	- Explain where they live and some of the physical features - Answer some questions using different geographical resources - Ask geographical questions - To understand that people have different cultures and explore the differences.

Year 1	- Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas such as flags, cultural customs, traditions, symbols and capital cities - Understand geographical similarities and differences through studying the human and physical geography of the local area - Name and locate the world's seven continents and five oceans - Identify the position and significance of Arctic and Antarctic circle	- Identify and observe seasonal changes and daily weather patterns in the United Kingdom - Identify key human features, including: city, town, house, office, playground, school and shops - Identify key physical features including: Hills, river, bogs, gardens - Identify and understand the significance of the equator on the world climate, including North and South Pole	- Use simple locational and directional language, such as near, far, left, right, forwards and backwards to describe the location of features and routes on maps - Use aerial photographs and maps with basic symbols to recognise landmarks of the local area such as schools, places of worship, parks and shops. - Use simple fieldwork and observational skills to study the geographical features of our school and the local area, identifying the human and physical geography e.g., note taking, videoing, data collection, sketches and observations - Use simple fieldwork and observational skills to observe the human and physical geography of our school and local area. - Use aerial photographs to devise a simple map and construct basic symbols in a key to recognise landmarks of a local area	- Explain where they live and some of the physical features - Identify what they like and don't like about their locality and give reasons why - Answer some questions using different geographical resources - Ask relevant geographical questions
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Year 2	- Compare and contrast characteristics of the four countries of the United Kingdom and its surrounding seas such as flags, cultural customs, traditions, symbols and capital cities - Name and locate the world's seven continents and five oceans - Understand the geographical similarities and differences through studying human and physical geography of the Nottingham in the United Kingdom to Accra in Ghana.	- Record and compare seasonal weather patterns in the United Kingdom - Compare and contrast key physical features of two contrasting areas – Accra and Nottingham	- Use simple compass directions, such as north, south, east to describe the location of the United Kingdom and the wider world - Use simple compass directions to describe the location of features and routes on a map - Use aerial photographs and maps with basic symbols to recognise landmarks of the local area such as schools, places of worship, parks and shops and compare to Accra in Ghana	- Label a diagram or photograph using some geographical vocabulary - Describe a locality and identify key features by using a map - Identify that localities may have similar and different characteristics - Make comparisons between people and places and explain their reasons
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Year 3	- Locate the United Kingdom within Europe - Identify the position and significance of the equator - Identify the physical and human geography of the countries studied.	- Consider how physical geography impacts on land use, trade links, economic activity and types of settlement - Describe the impact on human geography through distribution of natural resources and natural disasters	- Use the eight points of a compass to describe the locational knowledge of the United Kingdom and the wider world - Use maps, atlases and globes to locate countries and features studied - Use fieldwork to observe, measure and record the human and physical features in the area studied using a range of methods such as sketch maps, plans and graphs	- Make links using prior knowledge and ask and answer geographical questions. - Select geographical vocabulary independently to describe and compare localities - Use and compare two maps explaining the purpose of each - Identify different views around a geographical issue and state their own view - Research and collect information about people and places - Show empathy towards a geographical event or issue and explain the impact on people or place
Year 4	- Name and locate the countries and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features of cities that include a coastline, a river and hills - Identify and compare land use patterns within the identified cities - Understand how land use has changed over time and the impact of this. - Identify the physical and human geography of the countries studied.	- Describe and understand key aspects of rivers, including formation, features of a river, impact on human geography and sustainability - Consider how physical geography impacts on land use, trade links, economic activity and types of settlement - Describe key aspects of the water cycle and the impact on human geography	- Use eight points of a compass and four figure grid references to describe the locational knowledge of the United Kingdom and the wider world - Use maps, atlases and globes to locate countries and describe features studied - Use fieldwork to observe, measure and record the human and physical features in the area studied using a range of methods such as sketch maps, plans and graphs	- Ask questions, analyse a range of evidence and explain their findings based on a geographical source - Identify links between human and physical geography - Make geographical inferences through a variety of geographical sources - Suggest different ways that a locality could be changed and improved - Begin to evaluate geographical information/sources
Year 5	- Identify the position and significance of the Northern and Southern hemisphere on human geography - Identify the position and significance of latitude and longitude on time zones around the world - Locate a range of countries and Capital cities in Europe, North and South America, Asia and Africa, using a range of geographical sources such as a map, atlas and globe - Identify the position and significance of the Prime Meridian and the Tropics of Cancer and Capricorn	- In depth locational study to understand the significance of the human activity on physical geography - Describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Describe and understand key aspects of the rainforest climate zone.	- Use six figure grid references to build locational knowledge of the United Kingdom and the wider world - Use maps, atlases and globes to locate countries and describe and compare features studied. - Use fieldwork to observe, measure, record and present the human and physical features of an area using digital technologies	- Pose a geographical question and use various sources to answer the question - Make links between their own geographical location and other locations with reference to human, physical and economical features - Explain how a locality has changed over time with reference to physical and human features - Evaluate geographical information/ sources and draw appropriate conclusions

Year 6	- Identify and locate the six different climate regions on a world map - Identify the position and significance of the Northern and Southern Hemisphere on human geography - A comparative study of regions in Northern and Southern Hemispheres, with a focus on physical characteristics and how these aspects have changed over time	- Describe and understand key aspects of climate zones, biomes and vegetation belts including tundra, desert, tropical rainforest, savannah, temperate forest, grassland and taiga - Describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Consider the possible futures if things remain unchanged - Explore potential solutions for a preferred future	- Use six figure grid references and eight points of a compass to build locational knowledge of the United Kingdom and the wider world - Use maps, digital maps, atlases and globes to locate countries and describe and compare features studied.	- Explain the links between human and physical geographical processes and how these may affect the future - Rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises - Explain views in relation to environmental change and geographical issues and compare these with the views of others
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Vocabulary	atlas, globe, map, world, Earth, country, location, area, world, near, far, left, right, forward, backwards	compass points, locality, fieldwork, aerial view, aerial map, environment,	miles, environmental impact, trade, locally produced, globalised, producer, natural disasters	Land use, sustainability, economic activity, eight points of a compass, our figure grid references	natural resources, six figure grid references, climate zone. latitude and longitude	Northern and Southern Hemispheres, biomes and vegetation belts, environmental change