

**St Lawrence Geography Progression Map**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Locational and Place Knowledge</b>	<b>Name and locate different parts of the local community.</b>	<b>Name and locate some places in their locality, the UK and the wider world.</b>	<b>Name and locate significant places in their locality, the UK and wider world.</b>	<b>Name and locate a wider range of places in their locality, the UK and wider world.</b>	<b>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.</b>	<b>Name and locate an increasing range of places in the world including globally and topically significant features and events.</b>	<b>Name and locate an extensive range of places in the world including globally and topically significant features and events.</b>
<b>Human and Physical Geography</b>	<i>Use the local area for exploring both the built and the natural environment.</i>  <b>Express their opinions on natural and built environments.</b>	<b>Describe some places and features using basic geographical vocabulary.</b>  <i>Express their views on some features of their environment e.g. what they do or do not like.</i>	<b>Use geographical language to describe some aspects of human and physical features and patterns.</b>  <i>Make observations about places and features that change over time.</i>	<b>Use geographical language to identify and explain some aspects of human and physical features and patterns</b>  <i>Describe how features and places change and the links between people and environments.</i>	<b>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</b>  <b>Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</b>	<b>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</b>  <i>Explain some links and interactions between people, places and environments.</i>	<b>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</b>  <i>Explain some links and interactions between people, places and environments.</i>
<b>Geographical Skills and Fieldwork</b>	<b>Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.</b>	<b>Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</b>	<b>Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</b>	<i>Observe, record, and name geographical features in their local environments.</i>	<i>Observe, record, and explain physical and human features of the environment.</i>	<i>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</i>	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
<b>Geographical Skills: Enquiry and Investigation</b>	<i>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</i>	<i>Ask and answer simple geographical questions.</i>  <b>Describe some similarities and</b>	<i>Ask and answer simple geographical questions when investigating different places and environments.</i>  <b>Describe similarities,</b>	<i>Ask and answer more searching geographical questions when investigating different places and environments.</i>	<i>Ask and respond to more searching geographical questions including 'how?' and 'why?'</i>	<i>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</i>	<b>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it</b>

	<b>Show care and concern for living things and the environment.</b>	<b>differences when studying places and features e.g. hot and cold places of the world.</b>	<b>differences and patterns e.g., comparing their lives with those of children in other places and environments.</b>	<b>Identify similarities, differences and patterns when comparing places and features</b>	<b>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</b>	<b>Recognise geographical issues affecting people in different places and environments.</b>	<b>likely to change in the future?</b>  <b>Make predictions and test simple hypotheses about people, places and geographical issues.</b>
<b>Geographical Skills: Interpret a Range of Sources of Geographical Information</b>	<i>Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.</i>	<i>Use a range of sources such as simple maps, globes, atlases and images.</i>  <b>Know that symbols mean something on maps.</b>	<i>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</i>  <i>Use simple compass directions as well as locational and directional language when describing features and routes</i>	<i>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</i>  <i>Use the eight compass points and recognise some Ordnance Survey symbols on maps.</i>	<i>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</i>  <b>Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references</b>	<i>Use a range of maps and other sources of geographical information and select the most appropriate for a task.</i>  <b>Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</b>	<i>Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</i>  <b>Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</b>
<b>Key vocabulary</b>	Town, weather, hot, cold, soil, here, there, near, far, Season, world, village, countryside, farm, factory, house, hill, sea, beach, shop, map	Near, far, wet, sunny, hot, dry, cold, house, school, street, shop Human geography, Physical geography, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, valley, North sea, Irish sea, the channel, mountain, river, office, atlas, left, right	Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe	Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non-European	Rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle	coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links	Biomes, longitude, latitude, rivers, meander, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere,