



St James the Great GEOGRAPHY Progression Map



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings.</p> <p>Make observations about where things are e.g. within school.</p>	<p>Children encouraged to ask simple geographical questions;</p> <p>Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale Begin to collect and record Evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale.</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use different maps in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>Suggest questions for investigating</p> <p>Use different maps investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>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.</p>
Human & Physical Geography	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: forest, hill, mountain, soil, valley, vegetation,.</p> <p>key human features, including: city, town, village, factory, farm, house, office.</p>	<p>Identify 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:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Identify extreme weather linking to North America, looking at volcanoes, tornadoes and earth quakes.</p> <p>Describe and understand key aspects of:</p> <p>Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to extreme weather: Volcanoes (looking briefly at plate tectonics and the ring of fire), earthquakes and tornadoes linking to Science: rock types.</p> <p>Human geography: Looking at cities, language, and population.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones and biomes.</p> <p>Human geography, Types of settlements in modern Britain: villages, towns, cities.</p> <p>Comparison of our local area Peckham with another smaller area in Essex- Upminster.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including mountains, climate zones, biomes and vegetation belts.</p> <p>Human geography Types of settlements in modern Britain linked to History. Describe some of the positive effects of tourism on some areas- mountains.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography Pacific Coastal Lowlands, e Gulf Coastal Plain, the Southern Highlands, mountains, forests, hills, mountains, plateaus, canyons, and valleys</p> <p>Comparing a wider area with London.</p> <p>Human geography Looking at the city, language, religion, political systems, economic systems, and population. Sea usages and ports.</p>
Direction/Location	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1)	Use 4 compass points to follow/give directions. Begin to use 8 compass points.	Use 4 compass points well. Use letter/no. co-ordinates to locate features on a map	Use 8 compass points.	Use 8 compass points confidently and accurately.



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		Begin to use 4 compass points.		confidently.	Begin to use 4 figure coordinates to locate features on a map.	Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Using maps	Use a simple picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of North America. Follow a route on a map with some accuracy. (e.g. whilst orienteering).	Locate places on large scale maps, (e.g. Find UK or Italy on a globe). Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Greece.) Begin to use atlases to find out about other features of places.	Follow a short route on a map. Describe features shown on Ordnance Survey map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Map knowledge	Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Locate and name continents and oceans. Locate and name countries within North America.	Begin to identify significant places and environments	Identify significant places and environments	Confidently identify significant places and environments
Style of map	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale maps. Use an infant atlas.	Use large scale maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use large and medium scale maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Use medium scale land ranger maps.	Use Ordnance Survey map. Confidently use an atlas. Recognise world map as a flattened globe.