

	Geography Progression						
	<p>This Geography progression document was adopted by Banwell Primary School from September 2022 (and updated in March 2023), to guide progression across the whole school. Since September 2023, children from Term 6 of Year 2 have started learning with the Opening Worlds scheme. Whilst there are many similarities between the two schemes in terms of progression, please see the separate Opening Worlds progression document that is now available for Key Stage 2.</p> <p>With the adoption of Opening Worlds, we are in the process of reviewing and updating our Key Stage 1 humanities curriculum to ensure that the best fit is made between the two key stages.</p>						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiring	<p>Explore and understand some important processes in the natural world around them.</p> <p>Talk about changes and why some things occur.</p>	<p>Interact with immediate environment</p> <p>Answer questions based on observation</p> <p>Begin to ask questions to consolidate understanding</p> <p>Use simple atlases and digital maps for support</p>	<p>Develop geographical questioning</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen</p> <p>Use atlases, stories, maps, pictures/photos and internet as sources of information</p> <p>Make geographical comparisons between features of different places</p>	<p>Continue to ask and answer geographical questions</p> <p>Use books, stories, atlases, pictures/photos and internet as sources of information</p> <p>Investigate places and themes using different scales</p> <p>Begin to collect and record written evidence</p>	<p>Ask and respond to questions and offer their own ideas</p> <p>Use satellite images, aerial photographs</p> <p>Investigate places and themes using more than one scale</p> <p>Begin to conduct own research with support</p>	<p>Begin to suggest questions appropriate for investigation</p> <p>Begin to use primary and secondary sources of evidence in investigations</p> <p>Investigate places with greater emphasis on scale, longitude/latitude and time zones;</p> <p>Collect and record evidence unaided</p>	<p>Develop own investigations within subject study</p> <p>Use primary and secondary sources of evidence in investigations</p> <p>Investigate places with greater emphasis on larger scale, contrasting and comparing distant places</p> <p>Collect and record evidence unaided</p>
Interpreting evidence	<p>Describe some similarities and differences between the natural world around them and contrasting environments.</p>	<p>Collect objects and use images for evidence</p>	<p>Begin to interpret a range of information from atlases, globes, maps, digital maps and images</p> <p>Begin to identify similarities and differences between differing locations</p>	<p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations</p> <p>Interpret a range of information(with greater detail) from atlases, maps, digital maps and globes</p>	<p>Analyse evidence and draw conclusions e.g. make comparisons between differing locations</p> <p>Interpret a range of information from atlases, maps, digital maps and globes, posing questions derived from sources</p>	<p>Analyse evidence and draw conclusions e.g. compare historical maps and data trends</p> <p>Identify geographical influences on people/everyday life using information from a range of sources</p>	<p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature</p> <p>Look at geographical patterns and explain reasons behind them</p>
Geographical vocabulary	<p>Use vocabulary to name major features e.g. hill, river, road and processes e.g. seasons</p>	<p>Extend vocabulary by grouping and naming, exploring meaning and sounds of new words in geographical learning</p>	<p>Begin to use vocabulary specific to subject study</p> <p>Begin to use a wider vocabulary of everyday geographical terms</p>	<p>Use some vocabulary specific to subject study</p> <p>Use vocabulary of everyday geographical terms</p>	<p>Use vocabulary of specific geographical terms and everyday language related to subject in writing and speaking</p>	<p>Use specific geographical terms in writing and speaking with confidence</p>	<p>Use geographical terms in both writing and speaking</p>
Geographical knowledge	<p>Know about similarities and differences in relation to places, objects, materials and living things</p>	<p>Can recall key facts from the knowledge organiser for each topic quickly and with ease</p>	<p>Can recall key facts from the knowledge organiser for each topic quickly and with ease</p>	<p>Can recall key facts from the knowledge organiser for each topic quickly and with ease</p>	<p>Can recall key facts from the knowledge organiser for each topic quickly and with ease</p>	<p>Can recall key facts from the knowledge organiser for each topic quickly and with ease</p>	<p>Can recall key facts from the knowledge organiser for each topic quickly and with ease</p>
Direction	<p>Use positional language e.g. over, under</p> <p>Use knowledge of positional language to move Beebots</p>	<p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Begin to introduce 4 compass points</p>	<p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Independently use 4 compass points</p>	<p>Use 4 compass points to follow/give directions</p>	<p>Use 4 compass points to follow/give directions</p> <p>Begin to use 8 compass points</p>	<p>Begin to use 8 compass points</p> <p>Begin to relate time zones to east/west</p>	<p>Use 8 compass points confidently and accurately</p> <p>Begin to use 6 figure grid refs</p>
Map making and representation	<p>Through mark making, create basic maps and representations</p>	<p>Use like for like images on maps</p> <p>Draw around objects to make a plan</p> <p>Develop own symbols on maps</p>	<p>Make simple maps of known locations</p> <p>Look down on objects to make a plan view</p> <p>Introduce conventional map symbols on maps</p> <p>Begin to understand the need for a key using agreed symbols</p>	<p>Know why a key is needed</p> <p>Use standard symbols</p> <p>Begin to draw sketch maps from higher viewpoints</p> <p>Make a map of a short route experienced, with features in correct order</p> <p>Make simple scale drawings</p> <p>Use letter and number co-ordinates to locate features on a map</p>	<p>Make a map of a short route experienced with features in correct order</p> <p>Make a simple scale drawing</p> <p>Draw sketch maps from higher viewpoints</p> <p>Confidently use letter and number co-ordinates to locate features on a map</p>	<p>Independently draw a sketch map using symbols and a key</p> <p>Use/recognise OS map symbols</p> <p>Begin to use 4 figure coordinates to locate features on a map.</p> <p>Begin to use latitude and longitude on atlas and maps</p> <p>Begin to draw a variety of thematic maps based on their own data</p>	<p>Begin to draw a variety of thematic maps based on their own data</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Use latitude and longitude on atlas and maps</p> <p>Begin to draw plans of increasing complexity</p> <p>Recognise and use atlas symbols</p>
Using and understanding maps	<p>In a known location, draw simple information from a map</p> <p>Understand that an aerial map is a view from above.</p>	<p>Use simple picture maps to move around a location</p> <p>Recognise that maps are specific to a location</p> <p>Begin to recognise and use features such as plan/side views</p> <p>Use simple atlases and digital maps for retrieval</p>	<p>Follow basic routes using a map</p> <p>Understand a plan view</p> <p>Use simple atlases to locate countries (with support)</p> <p>Use aerial photographs and plans to recognise landmarks</p>	<p>Locate places on larger scale maps e.g. map of UK/Europe</p> <p>Begin to match boundaries on different maps</p> <p>Follow a route on a map with increasing accuracy</p>	<p>Locate features and landmarks on large scale maps</p> <p>Follow a route on a large scale map</p>	<p>Compare maps with aerial photographs</p> <p>Select a map for a specific purpose</p> <p>Begin to use atlases to find out about other features/data of places</p>	<p>Follow a short route on an OS map</p> <p>Describe features shown on OS map.</p> <p>Locate places on a world map</p> <p>Use atlases to find out about other features of places (mountain regions, weather patterns)</p>
Map knowledge	<p>Recognise a map.</p> <p>Understand the purpose of/how to use a basic map</p>	<p>Learn names of some places within/around the UK including home town and UK countries</p>	<p>Locate and name major features on UK map</p> <p>Understand that maps can show the world (and landmarks)</p>	<p>Begin to identify points on maps A,B and C (grid referencing)</p>	<p>Begin to identify significant places and environments</p>	<p>Identify significant places and environments</p>	<p>Confidently identify significant places and environments</p>
Types of map	<p>Pictorial maps e.g. treasure map</p>	<p>Globes</p> <p>Picture atlases</p> <p>Digital mapping</p>	<p>Globes</p> <p>Adult drawn maps (location specific)</p> <p>Use large scale OS maps</p> <p>Use an infant atlas</p> <p>Digital mapping (with support)</p>	<p>Use large scale OS maps</p> <p>Begin to use junior atlases</p> <p>Begin to identify features on aerial/oblique photographs</p> <p>Digital mapping (with support)</p>	<p>Use index and contents page within atlases</p> <p>Begin to use medium scale land ranger OS maps.</p> <p>Identify features on aerial/oblique photographs</p>	<p>Use OS maps and digital mapping</p> <p>Confidently use support features of an atlas</p> <p>Begin to recognise world map as a flattened globe</p>	<p>Use OS maps and digital mapping</p> <p>Confidently use all features of an atlas</p> <p>Recognise world map as a flattened globe.</p>

Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place	<p>Describe their immediate environment using knowledge from observation, discussion, texts and maps.</p> <p>Understand there are other locations that are similar/different to their own</p>	<p>Learn names of some places within/around the UK including home town and UK countries</p> <p>Link their homes with other places in their local community</p> <p>Know about some present changes that are happening in the local environment</p>	<p>Locate and name major features on UK map</p> <p>Understand that maps can show the world (and landmarks)</p> <p>Understand geographical similarities and differences (small area in the UK and small area in a contracting non-European country)</p>	<p>Begin to identify points on maps A,B and C (grid referencing)</p> <p>Understand why there are similarities and differences between places</p> <p>Develop an awareness of why places relate to each other</p>	<p>Begin to identify significant places and environments</p> <p>Know about the wider context of places (region, country)</p> <p>Develop understanding of why there are similarities and differences between places</p>	<p>Identify significant places and environments</p> <p>Develop understanding of how and why places are connected</p> <p>Compare the physical and human features of a region of the UK and a region of North/South America</p>	<p>Confidently identify significant places and environments</p> <p>Compare significant biomes and climate zones</p>
Space	<p>Use stories, texts, pictures and maps to explain there are different countries in the world</p>	<p>Understand how places are linked to other places (roads and trains)</p> <p>Begin to locate the world's continents and oceans</p> <p>Begin to name and locate the four countries and capital cities of the UK</p>	<p>Name, locate and identify the four countries and capital cities of the UK</p> <p>Locate the world's continents and oceans</p> <p>Name, locate and identify the four countries and capital cities of the UK</p>	<p>Identify where countries are within the UK and their key topographical features</p> <p>Name and locate the significant places and features within the British Isles</p>	<p>Recognise the different shapes of the continents</p> <p>Demonstrate knowledge of features in places around them and beyond the UK</p> <p>Identify where countries are within Europe</p> <p>Recognise the impact that location and environment has on people's lives</p> <p>Know how the locality is set within a wider geographical context</p> <p>Identify and describe the significance of time zones including night and day and the position and significance of longitude and latitude</p>	<p>Recognise the different shapes of the countries</p> <p>Identify the physical characteristics and key topographical features of the countries within North/South America</p> <p>Know about the wider context of places</p> <p>Know and describe where a variety of places are in relation to physical and human features</p> <p>Name, locate and identify features of the world through exploring trade routes</p>	<p>Locate the world's countries using maps to focus on the world concentrating on biomes and climate zones</p>
Environment	<p>Know that seasons provide weather trends</p>	<p>Describe seasonal weather changes</p> <p>Identify daily weather patterns in the UK</p>	<p>Locate hot and cold areas of the world in relation to the equator and north and south poles</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Identify physical and human features of the locality and the British Isles</p> <p>Describe the key features of rivers, lakes, oceans and the water cycle and how they are linked</p> <p>Understand the physical features of coasts and begin to understand erosion and deposition</p> <p>Describe and understand key aspects of human geography including types of settlement</p>	<p>Understand how humans affect the environment over time</p> <p>Know about changes to the world environments over time</p> <p>Describe and understand key aspects of physical geography in relation to volcanoes and earthquakes</p>	<p>Describe and understand key aspects of human geography including trade links and the distribution of natural resources</p> <p>Understand why people seek to manage and sustain their environment</p> <p>Know about changes to the world environments over time</p>	<p>Understand why people seek to manage and sustain their environment</p> <p>Describe and understand key aspects of human geography including climate zones and biomes</p>