



## Lyon Park Primary School Geography Progression Map

EYFS (Nursery/Reception)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas of Study	<ul style="list-style-type: none"> <li>Own Family / Celebrations &amp; festivals/ Weather</li> </ul>	<ul style="list-style-type: none"> <li>Local area/ The UK/ The Coast</li> </ul>	<ul style="list-style-type: none"> <li>Seven continents &amp; 5 seas/ Vegetation &amp; Biomes /A study of an African city</li> </ul>	<ul style="list-style-type: none"> <li>British Isles /Europe Volcanoes &amp; Earthquakes</li> </ul>	<ul style="list-style-type: none"> <li>A study of Greece</li> <li>Land use &amp; patterns/ Desert &amp; Polar biomes</li> </ul>	<ul style="list-style-type: none"> <li>A study of Egypt</li> <li>Oceans, Rivers &amp; Seas/ North America (Features of navigation)</li> </ul>	<ul style="list-style-type: none"> <li>Counties &amp; cities in the UK/ A study of a South American city/ Earth's Biomes &amp; Climate change</li> </ul>
Geographical terms /Vocabulary	Family, celebrations, festivals, weather, plants, food, country, local, parents, baby, sibling, child	north, south, east, west, climate, rivers, lakes, UK, England, Scotland, Wales, Northern Ireland	North, south, east, west, pollution, continents, oceans, environment, plastic, impact, key, map Arctic, Antarctic, North Pole, South Pole, polar	hemisphere, equator, climate change ,Volcano, earthquakes crater, eruption,	biome, biodiversity, trade, deforestation, rainforest	Source, flood, built, crops, river, tributary ,protection, physical, human, settlement	Biome, Tundra, Savanna, Taiga, terrestrial, hibernation, fossil fuels, deforestation, precipitation, eco system, atmosphere
Geographical enquiry	<ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> <li>Talk about what they see, using a wide vocabulary</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Name and describe people who are familiar to them e.g. police, the fire service, doctors and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to simple closed questions.</li> <li>Use information books/pictures as sources of information</li> <li>Investigate their surroundings</li> <li>Make observations about where things are e.g. within school or local area.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils encouraged to ask simple geographical questions; where is it? What's it like?</li> <li>Use books, stories, maps, pictures/photos and internet as sources of information.</li> <li>Investigate their surroundings in more detail</li> <li>Make appropriate observations about why things happen.</li> <li>Make simple comparisons between features of different places.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to ask/initiate geographical questions.</li> <li>Use books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>Investigate places at more than one scale</li> <li>Begin to collect and record evidence</li> <li>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures,</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas.</li> <li>Extend to satellite images, aerial photographs</li> <li>Investigate places and themes at more than one scale</li> <li>Collect and record evidence with some aid</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps, temperatures in different locations.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to suggest questions for investigating</li> <li>Begin to use primary and secondary sources of evidence in their investigations.</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>Collect and record evidence unaided</li> <li>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul>	<ul style="list-style-type: none"> <li>Suggest questions for investigating</li> <li>Use primary and secondary sources of evidence in their investigations.</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>Collect, record and interpret evidence unaided</li> <li>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.</li> </ul>



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Direction, Scale & distance		<ul style="list-style-type: none"> <li>• Use simple compass directions (NSEW)</li> <li>• Direction right, left forward, backwards.</li> <li>• Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to spatially match places.</li> <li>• Use compass directions (NSEW)</li> <li>• Direction right, left forward, backwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to match boundaries.</li> <li>• Use 4 compass points to follow/give directions:</li> <li>• Use letter/no. coordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Match boundaries accurately.</li> <li>• Use 4 compass points well.</li> <li>• Begin to use 8 compass points;</li> <li>• Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure straight line distance on a plan.</li> <li>• Find/recognise places on maps of different scales</li> <li>• Use 8 compass points.</li> <li>• Begin to use 4 figure coordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a scale to measure distances.</li> <li>• Draw/use maps and plans at a range of scales.</li> <li>• Use 8 compass points confidently and accurately.</li> <li>• Use 4 figure co-ordinates confidently to locate features on a map.</li> <li>• Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> </ul>
Drawing /using maps	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw picture maps of imaginary places and from stories.</li> <li>• Use a simple picture map to move around the school;</li> <li>• Recognise that it is about a place.</li> <li>• Use aerial photographs.</li> <li>• Use own symbols on imaginary map.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> <li>• Follow a route on a map.</li> <li>• Use a plan view.</li> <li>• Use an infant atlas to locate places.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to make a map of a short route experienced, with features in correct order;</li> <li>• Try to make a simple scale drawing.</li> <li>• Locate places on larger scale maps. Follow a route on a map with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Make a map of a short route experienced, with features in correct order</li> <li>• Make a simple scale drawing.</li> <li>• Locate places on large scale maps Follow a route on a large scale map.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to draw thematic maps based on their own data.</li> <li>• Compare maps with aerial photographs.</li> <li>• Select a map for a specific purpose.</li> <li>• Begin to use atlases to find out about other features of places</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a variety of thematic maps based on their own data.</li> <li>• Begin to draw plans of increasing complexity. Follow a short route on an OS map.</li> <li>• Describe features shown on OS map.</li> <li>• Locate places on a world map.</li> <li>• Use atlases to find out about other features of places.</li> </ul>



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Locational knowledge	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Know which countries make up the British Isles.</li> <li>Locate and name the continents on a World Map.</li> <li>Locate the main countries in Europe.</li> <li>Locate places in the UK and in Europe where earth quakes are prevalent.</li> <li>Pupils can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</li> </ul>	<ul style="list-style-type: none"> <li>Identify largest desert, highest mountain and can locate volcanoes.</li> <li>Locate areas of similar environmental regions, either desert, rainforest or temperate regions on a world map.</li> <li>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</li> <li>Make links with History, compare land use maps of UK from past with the present, focusing on land use</li> </ul>	<ul style="list-style-type: none"> <li>Locate landmarks across the River Thames.</li> <li>Locate key features (including coasts and rivers) and understand how they have changed over time.</li> <li>Locate rivers and seas in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how land use has changed in local area over time.</li> <li>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</li> <li>Locate different biomes across the world on a map.</li> </ul>
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Place knowledge	<ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> <li>• Observe and interact with natural processes, such as ice melting, magnets, shadows and floating and sinking.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the impact the United Kingdom and a contrasting non- European country.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the Arctic circle.</li> <li>• Recognise that the Arctic circle is type of biome.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the Arctic Circle, and a region within the Thar desert.</li> <li>• Recognise that a desert is a type of biome.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through a study of human and physical geography with a contrasting period of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how land use has changed in local area over time.</li> <li>• Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</li> <li>• Locate different biomes across the world on a map.</li> </ul>
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Human & physical geography	<ul style="list-style-type: none"> <li>• Talk about changes they observe e.g. during cooking, ice melting, plants growing.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Show interest in different occupations.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils begin to identify the location of the Equator in relation to the North and South Hemisphere.</li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Hemisphere</li> <li>• Recognise the impact of human action and how that effect on our current world.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand similarities and differences of the study of Inuit people and people living in the Arctic Circle.</li> <li>• Understand the impact of climate change on the Arctic Circle.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand key aspects of physical geography including climate zones, biomes, vegetation belts, mountains and volcanoes.</li> <li>• Pupils know the importance of resources being distributed fairly.</li> <li>• Pupils know how trade links are important. Understand the damaging impact of fossil fuels on our environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• Physical geography including rivers.</li> <li>• Human geography including trade between UK and the rest of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the distribution of natural resources.</li> <li>• Pupils can describe and understand key aspects of: - Human geography including trade between UK and Europe and the rest of the world. - Understand fair and unfair distribution of resources.</li> <li>• Evaluate the changes needed to minimise the threats of climate change.</li> </ul>
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