

Tillington Manor Primary School
Progression Map

Subject: Geography

National Curriculum Strands and Expected Skills

NC Strand	EYFS	Y1	Challenge	Y2	Challenge
Enquiry and Skills	Begin to ask/answer questions based on observations of features	Ask/answer questions Find answers from pictures/diagrams Keep a weather chart	Make predictions Answer questions from chart	Label a diagram/ photograph using geographical words	Begin to infer info from sources
Physical	Begin to recognise key features in own locality	Identify features of own locality + other localities - begin to identify differences between places Begin to describe features of locality	Identify types within features	Describe some physical features of own locality and of other localities studied	Describe physical features in detail and how certain features are affected by global position
Human	Begin to recognise diffs between people living in different places.	Identify features of lives of people living in different places Identify differences between activities in different localities	Identify different jobs people do in different localities	Describe some human features of localities - begin to give reasons for activities Identify facilities needed in localities Describe differences between activities in different localities	Begin to identify how certain physical features affect what people do
Key geographical knowledge	Know where they live	Name 4 countries in UK North/South Poles/ Equator	Name some towns/cities in UK	Name continents/oceans + main cities in UK	Rivers and some mountain ranges

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EYFS – Mathematics and Understanding the World

Geography			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> • Understand position through words alone. For example, "The bag is under the table," - with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
	Understanding the World		<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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.
		The Natural World	<ul style="list-style-type: none"> • 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. • Understand some important processes and changes in the natural world around them, including the seasons.

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Geography - Learning Challenges/Key Questions/Expectations - KS1 - Y1

Geography Projects		Key Questions + learning sequence → Outcomes	
Me and My World	Stafford - School location Vocabulary: Park, play area, space, roads, trees, plants, bushes, town, factory, houses, shops, supermarket, bank	<ul style="list-style-type: none"> What features can you find in the local area around our school? How can a map show parts of the school? What is the local area like we live in? What are the natural features? What are the different types of building in the area? What are the physical features like? What is the different between an urban and rural area? What jobs are there in the area? Why is there a play area in Holmcroft? How can a map show what a place is like? 	
	Prior Learning: Describe a familiar route	Children will know: <ul style="list-style-type: none"> The natural physical features of the area around school - green areas, parks, vegetation Differences between urban and rural areas. Features of our school grounds. Features of our local area. How to identify Ordnance Survey map symbols. How to create a map of our local area. An urban area has lots of people living there. towns, cities and suburbs are all urban areas. A rural area has fewer people living there. Rural areas include the countryside, villages and hamlets. An Ordnance Survey map is used to help people find their way around an area. 	Children will be able to: Find answers from geographical sources e.g. plans, pictures Identify physical features of the local area Identify some features of lives of people living in localities Identify differences in activities in different localities
	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (G8) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (G10) devise a simple map; and use and construct basic symbols in a key (G9) 		
Explores	Hot/Cold places Vocabulary: Weather, equator, temperature, climate Artic, Antarctica, North Pole, South Pole, hot dessert, rainforest, adapt, hibernate,	<ul style="list-style-type: none"> Where in the world is the hot place/cold place? What is it like in the hot/cold place? What do you notice about the landscape/features of hot/cold places? How are the hot/cold places different from Stafford? What types of animals/plants would you find in the hot/cold places? How do they adapt? What jobs do people do? 	

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		<ul style="list-style-type: none"> • What would you pack for a visit to the hot/cold place? How would it be different? • What the weather is like compared to the UK? • What do people need to survive in the hot/cold places? 	
	Prior Learning: Explain some similarities and differences between life in this country and life in other countries	Children will know: <ul style="list-style-type: none"> • Where in the world the hot/cold places are in relation to the equator? • The Equator is an invisible line that runs around the center of the Earth. • The North and South Poles are the places furthest away from the Equator. • A place is usually hot if it is near the Equator. • A place is usually cold if it is near the North or South Pole • Physical features of landscape of hot/cold places • How the localities are different to Stafford • What activities/jobs people do in the localities 	Children will be able to: Find answers from geographical sources e.g. plans, pictures Identify physical features of the local area Identify some features of lives of people living in localities Identify differences in activities in different localities
	<ul style="list-style-type: none"> ▪ G4b the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (G4a and b) 		
Castles and Turrets	Castles - What makes the UK the UK Vocabulary City, country, English Channel, Europe Irish Sea, North Sea London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). weather, season, month Temperature, winter, spring, summer, autumn, climate	<ul style="list-style-type: none"> • What is the United Kingdom? • What countries make up the UK? What are the capital cities? • What are the UK countries like? What are the cities like? • Where in the UK are their famous castles? • How is the weather in the UK organised into seasons? • How can I show what season I am in? • How can the weather effect people's lives? 	
	Prior Learning: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Children will know: <ul style="list-style-type: none"> • Where Stafford is in the UK • Where Stafford is in relation to 4 countries of UK • The location of the four countries and the four capitals and surrounding seas. • The United Kingdom is part of the continent of Europe. • Each country has its own flag. The United Kingdom also has a flag, which is sometimes called the Union Jack. • The United Kingdom is an island: it is surrounded by water. 	Children will be able to: Identify human and physical features of the UK and the capital cities. Locate the UK on a world map
	<ul style="list-style-type: none"> ▪ G4a identify seasonal and daily weather patterns in the United Kingdom and its surrounding seas. ▪ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ▪ G5 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (G5) ▪ G6 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (G6) 		

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End of year Expectations

Strand	Y1 – Children will:	Greater Depth
Locational Knowledge	<ul style="list-style-type: none"> Know and locate the four countries and capitals of the United Kingdom, and its surrounding seas. Know where Stafford is in the UK and have an awareness of some of the different areas within the wider area of Stafford Identify the characteristics of the four countries of the United Kingdom Locate the Equator, North and South Poles. Identify hot and cold areas of the world in relation to the Equator and North and South Poles 	<ul style="list-style-type: none"> Name the capital cities of the UK and a few other major towns and cities within each country
Place Knowledge	<ul style="list-style-type: none"> Understand some of the geographical differences within their own locality 	<ul style="list-style-type: none">
Human and Physical Geography	<ul style="list-style-type: none"> Know features of seasonal weather in the UK. Know some of the physical/human features of their immediate locality, using some geographical vocab Know some of the basic differences between a hot/cold place, other localities studied and Stafford and some reasons for the differences Know seasonal weather patterns in parts of the United Kingdom studied 	<ul style="list-style-type: none"> Talk confidently about the differences between places and suggest reasons why they are different Name a range of examples within particular types of physical/human features
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Use maps, globes and aerial images to identify the UK and its countries studied Begin to use simple compass directions (North, South, East, West) to describe the location of features and routes on a map. Devise a simple map. 	<ul style="list-style-type: none"> Clearly define features/building etc on maps

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Geography - Learning Challenges/Key Questions/Expectations - KS1 - Y2

	Geography Projects	Key Questions + learning sequence → Outcomes	
Africa	<p>Contrasting area in Stafford - Cannock Chase and Africa (non EU)</p> <p>Vocabulary: hill, mountain, sea, season, forest/wood, heath, weather, season, physical, human town, village, factory, farm, house, shops, pub, restaurant continents, oceans</p>	<ul style="list-style-type: none"> Where is Cannock Chase? How is Cannock Chase different from the school area? Which features are natural and which are man-made? How do people use Cannock Chase? Why is Cannock Chase a good place for wild life? Where is Cannock Chase in relation to the UK? Where in the world am I? Where are the 7 continents and 5 oceans? Can I show the continents on a map? Where is Zambia? What are the physical and human features like there? Where is Mugurameno? How is it similar/different to Cannock Chase? What animals would you find there? 	
	<p>Prior learning</p> <ul style="list-style-type: none"> Building on from the local area physical features Location of the UK on a map Physical features of the UK 	<p>Children will know:</p> <ul style="list-style-type: none"> Where Cannock Chase is in Stafford/in the UK → Y1: where it is in relation to 4 countries of UK → Y2: where Stafford is in relation to London, Birmingham, Manchester, Glasgow The natural physical features of Cannock Chase - heath land and forest areas, ponds → Y2: know how physical features affect the things people can do The human activities people use Cannock Chase for → Y1: know how physical features have been altered to help people → Y2: how the environment is protected The 7 continents and 5 oceans 	<p>Children will be able to:</p> <p>Label features on sources of information Describe some physical features of the area Describe some features of lives of people living in a locality Describe differences in activities in different localities → give reasons Locate continents and oceans on a world map</p>
	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans (G1) use world maps, atlases and globes to identify the United Kingdom and its countries, <u>as well as the countries, continents and oceans studied at this key stage (G7</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (G3) 		
Seaside	<p>Seaside location - Llandudno</p> <p>Vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, clothes, harbour and shop.</p>	<ul style="list-style-type: none"> What different settlements are there in the UK? What is the difference between a city, the countryside and the seaside? What is the seaside? Memories/recollections What are the physical and human features of a seaside? Where in the UK is Llandudno? How is Llandudno different to Stafford and the hot/cold places studied? Why do people visit Llandudno? What do they do when they visit? If you live in Llandudno what jobs might you do to help the tourists? What key features are on a map of Llandudno? 	

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	Prior Learning <ul style="list-style-type: none"> Location of Wales in the UK Location of UK and surrounding seas Physical features of the UK 	Children will know: <ul style="list-style-type: none"> Where Llandudno is → in relation to UK → in relation to continents Physical features of landscape of Llandudno - features of coastal landscape How Llandudno is different to Stafford → know some reasons for differences What activities/jobs people do in the localities → begin to know some reasons for activities and how different to Stafford 	Children will be able to: Label features on sources of information Describe some physical features of the area Describe some features of lives of people living in a locality Describe differences in activities in different localities
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End of Year Expectations

Strand	Y2 - Children will:	End of year Expectations
Locational Knowledge	<ul style="list-style-type: none"> Know where Stafford is in relation to the UK and some major cities Name and locate the seven continents and five oceans 	<ul style="list-style-type: none"> Name some countries within each of the continents.
Place Knowledge	<ul style="list-style-type: none"> Understand some geographical similarities and differences between their own locality in the United Kingdom (local) and a small area in a non-European country. 	<ul style="list-style-type: none"> Know that places nearer to the equator are hotter than places further away
Human and Physical Geography	<ul style="list-style-type: none"> Know seasonal weather patterns in parts of the United Kingdom studied and how these might differ from other areas studied Know and describe some of the physical/human features of their own locality and a place outside Europe using geographical vocabulary Know and describe some of the differences/similarities between different localities studied 	<ul style="list-style-type: none"> Describe places and differences between places in more detailed terms, making accurate use of geographical terminology Begin to know how human activities are affected by physical features
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Use maps, globes and aerial images to identify the UK and its countries, as well as countries, continents and oceans studied Know/use simple compass directions (North, South, East, West) to describe the location of features and routes on a map. Know/use directional language (near and far, left and right) to describe the location of features and routes on a map. Use and construct basic symbols in a key. 	<ul style="list-style-type: none"> Know where some countries are in relation to others (e.g. Scotland is north of England) - how can this be expanded? Seems a bit similar to EXS above

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National Curriculum Strands and Expected Skills

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NC Strand	Y3	Challenge	Y4	Challenge	Y5	Challenge	Y6	Challenge
Enquiry and Skills	<p>Use geographical vocabulary</p> <p>Identify features of a locality from a map</p> <p>Use basic OS symbols</p>	Work out how long journey may take from a map	<p>Label features on photographs using map to inform</p> <p>Identify places in an atlas</p> <p>Carry out a survey and collect geographical info</p>	Work out distance from maps	<p>Produce maps to show features</p> <p>Begin to use 4 figure grid refs</p>	Produce an itinerary for a journey	<p>Use a range of sources to describe a locality</p> <p>Use OS maps to answer questions use key symbols and 4 fig grid refs</p>	Use self-selected sources to answer questions
Physical	<p>Describe features (e.g. volcanoes/earthquakes)</p> <p>Describe physical features of a locality - e.g. weather/climate/landscape</p>	Explain why a locality has certain physical features	Describe physical differences between localities - differences in climate/landscape etc.	Explain how a locality has changed re. physical features	<p>Describe/identify why specific physical features are important in an area</p> <p>Explain how a location fits in to a wider geographical location re. physical features - identify some sims/diffs</p>	<p>Begin to use a wider range of data/information to research and draw conclusions about features of places</p> <p>Predict what places might be like in the future</p>	Extended description of features	<p>Identify how some places are similar/different re. physical features - identifying patterns</p> <p>Use a wider range of data and information to research and draw conclusions about places - decide which would be most useful and why</p> <p>Identify examples of sustainable development and give reasons</p>
Human	<p>Describe impact of physical features on lives</p> <p>Describe human features in a locality</p> <p>Identify reasons for features</p> <p>Identify reasons for lives in diff places being different</p> <p>Explain likes/dislikes in local area</p>	Begin to identify patterns between locations	<p>Identify how a locality has changed with regards to human activities + sims/diffs between localities</p> <p>Identify reasons for peoples decisions</p> <p>Suggest ways environment can be improved</p>	Explain how human activities affect the physical landscape	<p>Identify how physical features affect location of settlements - identify some sims/diffs with other localities</p> <p>Identify what a place might be like in the future</p> <p>Identify how a location fits in to a wider location with regard to human and economic features - identify some sims/diffs</p> <p>Explain how people try to manage the environment</p>		<p>Extended description of human features - comparing different locations - establishing patterns</p> <p>Identify and explain how some localities are similar/different re. human features - establish patterns</p> <p>Explain how humans have managed/damaged the environment and evaluate the effect of measure to protect</p>	
Key geographical knowledge	European countries and capital cities		Countries that make up the EU Tropics		<p>Locate and know world's major rivers and mountain ranges</p> <p>Locate different parts of American continent</p>	Identify climate from location on a map	Applying geographical knowledge to support enquiry and investigation	

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	Lower Key Stage 2	Upper Key Stage 2
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Learning Challenges/Key Questions - Y3

	Project	Key Questions + learning sequence → Outcomes	
Stone Age and Village Settlements	Contrasting location - Village _____ Vocabulary: capital/Europe → world regions, equator, arctic, Antarctic settlement, county, area → linear, circular Rural, urban, farming, agriculture, leisure, business beach, coast, ocean, river Weather → climate Terms to do with field-study Directional/locational terms: Nearby, Close to,	<ul style="list-style-type: none"> Where in Staffordshire/UK/Europe is the village? What is it like to live in the village? How is a village life different to Stafford? How has the physical environment affected features and life in the village? What problems may people living in villages encounter? Where is Skara Brae? What were the first villages like? 	
	Prior Learning: The makeup of the UK Settlements i.e rural and city How a place can be represented by a map Seaside as a settlement	Children will know: <ul style="list-style-type: none"> Where in the UK/Europe is Stafford Basic OS symbols and features of locality map What physical features contribute to the make-up of the village and how these differ from Stafford How physical features have impacted on the make-up of the village How/why the village is different from Stafford → 	Children will be able to: Identify features from a simple map - use basic OS symbols - atlases Describe physical features of localities Describe human activities in areas Identify reasons for lives in different places being different Describe like/dislikes re. environment in localities studied
	G15b human geography, including: types of settlement and land use, economic activity including		
Natural Disasters	Disasters Vocabulary: capital/Europe → regions Beach, coast, ocean, river, natural disaster, Tsunami, volcano, earthquake, eruption, lava, ash, crater, earthquake,	<ul style="list-style-type: none"> What lies beneath the Earth's surface? What happens when the earth's plates meet? What goes on inside a Volcano? What types of natural disaster occur in our world? Where have disasters recently occurred? What causes a Tsunami/earthquake? How is life affected for people living in the areas of natural disasters? How do people try to protect their homes/towns from the effects of disasters? 	
	Prior Learning: <ul style="list-style-type: none"> 7 Continents and 5 Oceans 	Children will know: <ul style="list-style-type: none"> How the earth is made up? 	Children will be able to: Identify features from a simple map - use basic OS symbols - atlases

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		<ul style="list-style-type: none"> Where in the world disasters have happened → continents and oceans + major cities Why disasters happen The impact of disasters on the lives of people living in the area What people do to protect themselves and their property from future occurrences of the disaster → Y4: how measure are similar/different to other areas How to identify features from a simple map - use basic OS symbols - atlases Features of a volcano. Famous volcanoes and earthquakes. 	<p>Describe physical features of localities</p> <p>Describe human activities in areas</p> <p>Identify reasons for lives in different places being different</p> <p>Describe like/dislikes re. environment in localities studied</p>
	<ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography including - volcanoes and earthquakes (G15a) Use maps, atlases and globes to locate countries and describe features studied. (G16) G11 locate the world's countries, using maps to focus on Europe (including the location of Russia) 		

End of Year Expectations

Strand	Y3 - Children will:	Greater Depth
Locational Knowledge	<ul style="list-style-type: none"> Know and locate counties and cities of the United Kingdom. Know and locate geographical regions of the United Kingdom and identify their human and physical characteristics. Know and locate countries of the world using maps - know/locate some of the countries that make up Europe and some of their capital cities 	<ul style="list-style-type: none"> Describe differences between urban and rural areas and why these occur Find and locate famous volcanoes around the world Know where some of the major countries in Europe are in relation to one another
Place Knowledge	<ul style="list-style-type: none"> Understand geographical differences through the study of human and physical geography in a region different to Stafford 	<ul style="list-style-type: none"> Explain why there are differences/similarities between areas studied
Human and Physical Geography	<ul style="list-style-type: none"> Know/describe some of the key features of volcanoes and how they impact on lives of people and settlements 	<ul style="list-style-type: none"> Explain why certain areas have volcanoes. Begin to identify patterns of activity between locations studied

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		<ul style="list-style-type: none"> Name significant mountains from around the world, naming the countries they are found in.
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Start to recognise and use some map symbols Recognise different features on atlas maps, e.g. city, country, sea 	<ul style="list-style-type: none"> Recognise and use many map symbols accurately.

Learning Challenges/Key Questions -Y4

	Project	Key Questions + learning sequence → Outcomes	
The Great Outdoors	Local Area - Leisure Vocabulary: Mountain, summit, plates, dome, fault block, climate	<ul style="list-style-type: none"> Where in the UK/World is Stafford? How do people spend their leisure time Stafford? Where are the facilities in Stafford? Why have new leisure activities been located in Stafford? What problems can people travelling to/from leisure facilities cause for other people/the environment? What are mountains? How is a mountain made? What are the UKs highest mountains? What is it like there? What leisure facilities do you find here? 	
	Prior Learning: <ul style="list-style-type: none"> How Volcanoes are formed - tectonic plates Countries and cities in the UK Symbols on a map 	Children will know: <ul style="list-style-type: none"> OS symbols and features of locality map How/why people use facilities How facilities have developed recently Impact of facilities on environment What Mountains are and where they are in the UK How mountains are used for leisure. 	Children will be able to: Label features using photographs to inform -use OS maps → range of OS symbols Describe physical differences between places Describe how a place has changed in relation to human activity Identify reasons for decisions re. location and nature of facilities Suggest how the environment can be improved
	<ul style="list-style-type: none"> G15a physical geography, including: climate zones and mountains, G15b human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water G16 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied G17 use 4- and references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 		
Greece	Contrasting locality - Place in Europe (Greece/Athens) Vocabulary: capital/Europe → world regions, equator Rural, urban, farming, agriculture, leisure, business beach, coast, ocean, river Weather → climate	<ul style="list-style-type: none"> Where is Europe? Locate some of Europe's countries and capitals Compare and contrast news stories about the Mediterranean Where is Greece? Where is Athens? What are the physical and human features of Athens like? 	

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	Terms to do with field-study Directional/locational terms: Nearby, Close to,	<ul style="list-style-type: none"> • How the weather/climate affect lifestyle/activities for people? How is this different/similar to Stafford? • What jobs do people do? • Would you like to live in 	
	Prior Learning: <ul style="list-style-type: none"> • Location of Europe 	Children will know: <ul style="list-style-type: none"> • Where in Europe is Germany/Spain/Italy/Greece - The Med • What the physical/human features of ... are • What the weather/climate are like • How different to Stafford + reasons • What jobs and industries there are in Greece 	Children will be able to: Label features using photographs to inform -use OS maps → range of OS symbols Describe physical differences between places Describe how a place has changed in relation to human activity Identify reasons for decisions re. location of facilities
<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country - Athens/Greece and the UK. (G14) • G16 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • G15a physical geography, including: climate zones, 			

End of year Expectations

Strand	Y4 Children will	Greater Depth
Locational Knowledge	<ul style="list-style-type: none"> • Name and locate regional land-use patterns across the UK. • Name and locate key topographical features of the United Kingdom (including hills, mountains, coasts and rivers). • Know and locate some of the larger countries in the world and know which continent they are part of 	<ul style="list-style-type: none"> • Describe/explain changes that have occurred to land use over time in the UK • Know where countries are in relation to Equator/continents etc.
Place Knowledge	<ul style="list-style-type: none"> • Understand similarities and differences between the human and physical geography of a region of the United Kingdom and a region in a European country (Greece). 	<ul style="list-style-type: none"> • Explain why there are differences between the UK and a European region taking into account location, climate, population and land use.
Human and Physical Geography	<ul style="list-style-type: none"> • Know and describe some of the physical/human differences/similarities between regions studied • Know and describe the features of a different settlement type and how these have changed due to human/physical activity. • Know why people in areas studied make the decisions they have about the location of activities and developments • Suggest ways in which the environment could be improved 	<ul style="list-style-type: none"> • Explain why certain areas are suitable for certain activities and how this has affected the physical landscape of an area • Identify patterns of activities between locations

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Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Know/use a wider range of map symbols • Use sketch maps and plans when observing the local area • Use fieldwork to observe, measure and present the human and physical features in the local area 	<ul style="list-style-type: none"> • Use a large-scale map and/or street map of the area around the school to identify features and routes in the environment between places
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Learning Challenges/Key Questions - Y5

	Project	Key Questions + learning sequence → Outcomes	
London	Contrasting location - City in UK - London Vocabulary: Region - city - village - town - urban - rural Developments, planning, urban, centralised, industrial, residential, surrounding, high-rise, pedestrianised, Environment: damage, sustain, manage, impact	<ul style="list-style-type: none"> • Where in the world is London? • How do you get to London? • What makes a city, a city? How is the city different from Stafford? How/Why has the city developed in this location? • Why do so many people live/work in the city (central location/regional/national hub for different thing)? • What problems are there for people living/working in cities (pollution, crowding etc.)? What are people doing to manage the environment? 	
	Prior Learning: <ul style="list-style-type: none"> • Location of London • Features of a city 	Children will know: <ul style="list-style-type: none"> • Where London is in the world → continents/oceans/capital cities of major cities • What physical/human features make-up London and how they are different to Stafford and why they are important • How/why London has had to change and the impact on planning decisions → Y6: how decisions contribute to a pattern • The location of developments in London and the reasons • Features of population - jobs/lifestyle etc. • Environmental problems caused in London and what is being done to manage the problems caused 	Children will be able to: Produce a sketch map to illustrate Use in a basic way 4 fig grid refs Use an OS map to answer questions Identify why physical features are important in a locality Identify how physical features are part of the features of a wider area - note sims/diffs Identify how physical features affect the location and design of settlements - note sims/diffs Identify how human features contribute to the wider area re. economic/industrial factors - note sims/diffs Identify how the environment is being managed
	<ul style="list-style-type: none"> • G12 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • G15b human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 		

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	<ul style="list-style-type: none"> G17 use the 8 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 		
Rainforests	<p>Contrasting non-European locality - Rainforest/Amazon - Brazil</p> <p>Vocabulary:</p> <p>Range → Region - tropics</p> <p>Developments, planning, urban, centralised, industrial, residential, surrounding, high-rise, pedestrianised, nomadic → economic activity</p> <p>Climate</p> <p>Environment: damage, sustain,</p>	<ul style="list-style-type: none"> Where is South America? What are the time zones in South America? Where is Brazil How does Brazil compare to Stafford? How is my life linked to Brazil? Where the 2016 Olympic Games go on for Brazil? Where is the Amazon? Why does the Amazon need to be protected? Why is the Amazon considered to be so important? What are the main physical features of the Amazon - landscape, climate - how are these different to Stafford/UK? What are the main economic/human activities in the area? How do these differ from Stafford/UK? How do weather/climate and features of the area impact on/dictate everyday life and activities? What might the place be like in the future? 	
		<p>Children will know:</p> <ul style="list-style-type: none"> Where in the world the Amazon is → continents/oceans/capital cities of major cities → rivers/mountain ranges → Y6: independent research using atlases to add detail of how it links to other localities studied Features of weather and climate in the Amazon and how they affect lifestyle and human activity - how climatic features are part of wider area → Y6: how features are similar/different to other localities studied → patterns of weather and use of term equatorial to describe climate What physical/human features make-up the Amazon and how they are different to Stafford and why they are important → Y6: know the features impact on the lives of people and being aware of patterns that can be established Features of population - jobs/lifestyle etc. → Y6: how the Amazon compares to other localities studied Environmental problems caused in the Amazon and what is being done to manage the problems caused → Y6: evaluate effect of decisions 	<p>Y5 - Children will be able to:</p> <p>Produce a sketch map to illustrate</p> <p>Use in a basic way 4 fig grid refs</p> <p>Use an OS map to answer questions</p> <p>Identify why physical features are important in a locality</p> <p>Identify how physical features are part of the features of a wider area - note sims/diffs</p> <p>Identify how physical features affect the location and design of settlements - note sims/diffs</p> <p>Identify how human features contribute to the wider area re. economic/industrial factors - note sims/diffs</p> <p>Identify how the environment is being managed</p>
	<ul style="list-style-type: none"> G11 locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. G13 identify the position and significance of latitude, longitude, Equator, 		

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	<ul style="list-style-type: none"> • G15a physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle • G15b human geography, including: types of settlement and the distribution of natural resources including energy, food, minerals and water • G13 identify the position the Prime/Greenwich Meridian and time zones (including day and night) • G15b human geography, including: economic activity including trade links • G11 locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • G13 identify the position and significance of latitude, longitude, Equator,
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End of Year Expectations

Strand	Y5 - Children will:	Greater Depth
Locational Knowledge	<ul style="list-style-type: none"> • Know and locate the larger countries in the world and where they are in relation to the seven continents/oceans, using maps, • Know and locate countries and some major cities within South America. • Know the significance of the tropics - Cancer and Capricorn 	<ul style="list-style-type: none"> • Make comparisons between the UK and South America using locational information
Place Knowledge	<ul style="list-style-type: none"> • Understand some similarities and differences between the human and physical geography of a region of the United Kingdom and a region within South America. • Know the difference between different environment studied 	<ul style="list-style-type: none"> • Make predictions about what a place may be like in the future, drawing on evidence from current physical features and
Human and Physical Geography	<ul style="list-style-type: none"> • Know/describe how physical features in a region impact on the location of settlements and other human features • Know/describe some key aspects of economic activity in areas studied including trade links and how they fit in to a wider location • Know how settlements/areas have had to develop to cope with evolving human activities - identify how they may change in the future • Know how people try to manage the environment in areas studied 	<ul style="list-style-type: none"> • Make suggestions as to why trade and economic activity varies in places studied • Show an awareness of business tourism and its impact on the economy
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate and describe countries studied. • Use the eight points of a compass to give directions 	<ul style="list-style-type: none"> • Use appropriate geographical terms to describe features identified on maps

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| | <ul style="list-style-type: none"> Begin to use 4-figure grid references. | |
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Learning Challenges/Key Questions - Y6

	Topic	Key Questions + learning sequence → Outcomes	
Rivers	<p>Rivers (e.g. Trent and a major world river) -</p> <p>Vocabulary:</p> <p>Economic activity, transport, business</p> <p>Rivers: source, meander, estuary, ox-bow, tributary, evaporation, condensation, flood, mouth, channel, precipitation, dam</p> <p>Environment: damage, sustain, manage, impact</p>	<ul style="list-style-type: none"> What is a river? How do people use rivers? What is the water cycle? What is the journey of a river (features)? Why are rivers important? Why do we use rivers? How do they affect the location of settlements? How do people spoil rivers? How can they be protected? How does flooding affect communities? Which rivers are famous? Which river is the longest in the world? 	
	<p>Prior Learning</p> <ul style="list-style-type: none"> 4 figure grid reference What a settlement is Cities in the UK 	<p>Children will know:</p> <ul style="list-style-type: none"> The names and location of major rivers in the UK, Europe and the world → continents/oceans/capital cities of major cities → rivers/mountain ranges → Y6: how to use an atlas for independent research to add detail How water moves around the earth by describing the water cycle The main features of the river's journey + how they interlink - source, stream, meander, estuary, mouth, tributary know the impact of features on activities in an area Why rivers are important - water supply, transport, protection, wildlife/habitat How rivers affect location/design of settlements → Y6: know how different settlements by rivers are designed in the way they are and patterns. How rivers are spoilt and what people are doing to protect them and know the effect of protective measures How rivers in the UK, Europe and the World compare → Y6 know patterns affecting the location of features 	<p>Children will be able to:</p> <p>Produce a more detailed sketch map</p> <p>Confidently use 4 and 6 fig grid refs in map work</p> <p>Use an OS map to describe features of a locality</p> <p>Describe in an extended way the impact of physical features on an area</p> <p>Explain how physical features of areas may be similar/different and their impact on activities - identify patterns affecting location/nature of activities</p> <p>Compare and contrast localities with regard to impact of specific physical features on activities - identifying patterns</p> <p>Compare/contrast localities with regard to human features - identify/establish patterns/principles affecting location</p> <p>Identify how the environment is being managed/damaged</p>

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	<ul style="list-style-type: none"> • G15a physical geography, including: rivers and the water cycle • G15b human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • G16 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • G18 use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 		
Local Area Study	<p>Local Area - Developments - Link to Victorian Stafford (History) - Y6</p> <p>Vocabulary: Region, developments, planning, urban, centralised, industrial, residential, surrounding, high-rise, economic activity, periphery, subsistence, commercial, business</p> <p>Environment: damage, sustain, manage, impact</p>	<ul style="list-style-type: none"> • Where in the world is Stafford? • What makes Stafford, Stafford? • How has Stafford town centre been planned? How has the centre changed in the last 20 years? How do they build new buildings when there is very little town-centre space? • How/why has Stafford changed in the last 10/20 years? (developments away from the centre - new housing/industrial units/MOD etc. to cater for increasing/changing population in Stafford) • What will it be like to live in Stafford in 20 years? 	
	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Features of Stafford - physical and human 	<p>Children will know:</p> <ul style="list-style-type: none"> • Where Stafford is in the world → continents/oceans/capital cities of major cities • independent research using atlases to add detail • What physical/human features make-up Stafford and why they are important to Stafford • How/why Stafford has changed and the impact on planning decisions → Y6: how decisions contribute to a pattern • The location of housing/industrial developments in Stafford and the reasons → Y6: how developments fit in to pattern and principle for development • Features of population - jobs/lifestyle etc. → Y6: how Stafford compares to other localities studied 	<p>Y6 - Children will be able to:</p> <p>Produce a more detailed sketch map Confidently use 4 fig grid refs in map work Use an OS map to describe features of a locality Describe in an extended way the impact of physical features on an area</p> <p>Explain how physical features of areas may be similar/different and their impact on activities - identify patterns affecting location/nature of activities Compare and contrast localities with regard to impact of specific physical features on activities - identifying patterns Compare/contrast localities with regard to human features - identify/establish patterns/principles affecting location Identify how the environment is being managed/damaged</p>
	<ul style="list-style-type: none"> • G18 use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies • G17 use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • G12 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 		

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Y6 Expected Standards

Strand	Y6 - Children will:	Greater Depth
Locational Knowledge	<ul style="list-style-type: none"> Know and locate larger countries in the world and their capital cities, and where they are in relation to the continents, oceans and hemispheres using maps. This will include locating rivers around the world. 	<ul style="list-style-type: none"> Know in detail the countries of the world, the continents, capitals and describe location and relationship to each other using place knowledge Know where places are in relation to the UK.
Place Knowledge	<ul style="list-style-type: none"> Understand some similarities and differences between the human and physical geography of a range of places and identify patterns Explain how human activities have affected landscape in places studied 	<ul style="list-style-type: none"> Make predictions about what a place may be like in the future, drawing on a wider range of evidence and deciding on the sustainability of developments identified
Human and Physical Geography	<ul style="list-style-type: none"> Know/describe, in extended form, key features of rivers/water cycle Know/explain in extended form, how some rivers may be similar/different and give reasons Know/explain how rivers impact on location of settlements and different types of economic activity, identifying patterns between e.g.s studied Know/describe patterns/principles relating to the development of a settlement studied in detail and compare to other settlements Know how people have managed the environment and the success of projects implemented 	<ul style="list-style-type: none"> Make detailed comparisons of rivers and their use in different countries. Know why countries may need to use rivers in different ways (e.g. tourism, transportation) and how this might develop/change in the future
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Use 4 and begin to use 6-figure grid references. Use a variety of maps to locate features and places and to describe directions from place to place Identify range of features on atlas maps, e.g. coastline 	<ul style="list-style-type: none"> Use and apply knowledge of map work to describe an area on a map Begin to use scaling to get an idea of size