



St Augustine's Geography Progression Map

EYFS	3-4 Years	<ul style="list-style-type: none"> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. 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	<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 from the one in which they live. Understand the effect of changing seasons on the natural world around them. 			
	ELG	<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. Explore the natural world around them, making observations and drawing pictures of animals and plants; 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 and changing states of matter. 			
Geography	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills - Enquiry Investigation	Geographical skills: Fieldwork	Geographical skills: Interpret/Communicate Geographical Information
Year 1	Name and locate some places in their locality and the UK and wider world. (In our school, this includes: the school and its grounds, Castlefields, an initial	Describe some places and features using basic geographical vocabulary (In Year 1's units this includes: sea, ocean, hill, season, ,	Ask and answer simple geographical questions. Use information books/pictures as sources	Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying	Draw around objects to make a plan. Draw, speak or write about simple geographical concepts such as what they can see where.



St Augustine's Geography Progression Map

	<p>awareness of the UK countries, continents and oceans.)</p> <p>Compare similarities and differences between an area of the UK and a non-European country (Pointe-a-Pierre, Trinidad)</p> <p>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g.</p>	<p>weather, town)</p> <p>Describe some similarities and differences when studying places and features.</p> <p>Express their views on some features of their environment e.g. what they do or do not like.</p>	<p>of information.</p>	<p>the geography of their school and its grounds.</p> <p>Use a simple picture map to move around the school.</p> <p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Know which N, E, S, W on a compass.</p>	<p>Draw pictures maps of imaginary places and from stories, using their own symbols.</p>
Year 2	<p>Name and locate significant places in their locality, the UK and wider world. (In our school, this includes: Halton castle, London, countries and capital cities and all continents and oceans.)</p> <p>Locate and name major features in the UK on a map e.g. River Thames, home, seas, London) including the four countries.</p> <p>Know the three main seas that surround the UK.</p>	<p>Describe places and features using simple geographical vocabulary (In Year 2 units this includes city, village, beach cliff, coast, house, harbor, port, river)</p> <p>Make observations about features that give places their character.</p> <p>Find land/sea on a map.</p>	<p>Ask and answer simple geographical questions when investigating different places and environments.</p> <p>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</p> <p>Encourage to use simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p>	<p>Follow a route on a map.</p> <p>Use an infant atlas to locate places.</p> <p>Follow directions (as year 1) and use NSEW on a compass.</p> <p>Use large scale OS/Google maps on IWB or I-pads with support.</p> <p>Begin to understand the need for a key.</p>	<p>Use class agreed symbols to make a simple key.</p> <p>Draw a map and add detail.</p> <p>Draw pictures maps of real or imaginary places from an aerial photograph.</p> <p>Express views about the environment and can recognise how people sometimes affect the environment.</p>
Year 3	<p>Name and locate a wider range of places in their locality, the UK and wider world. (In our school, this includes: An in-depth study of the</p>	<p>Use geographical language to describe some aspects of human and physical features and patterns. (In Year 3</p>	<p>Ask and answer more searching geographical questions when investigating different</p>	<p>Begin to identify significant places and environments in the UK and wider world.</p>	<p>Try to make a map of a short route experienced.</p> <p>Communicate geographical</p>



St Augustine's Geography Progression Map

	<p>UK regions and coasts)</p>	<p>units this includes topographical features, source, mouth, meander, tributary, estuary).</p> <p>Make observations about places and features that change over time.</p> <p>Describe the water cycle and how rivers are formed.</p>	<p>places and environments.</p> <p>Identify similarities, differences and patterns when comparing places and features and begin to draw conclusions.</p> <p>Begin to collect and record evidence.</p>	<p>Locate places on large scale maps (e.g. Fink UK, India on a globe)</p> <p>Follow a route on a map with some accuracy (e.g. whilst orienteering).</p> <p>Know why a key is needed.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial photographs.</p> <p>Use maps, atlases and digital mapping to locate volcanoes and rivers.</p>	<p>information through a range of methods including the use of ICT.</p>
<p>Year 4</p>	<p>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. (In our school, this includes a study of Europe, Naples Bay region, mountains,</p> <p>Identify time zones, Equator, Northern and Southern Hemispheres and Artic and Antarctic Circles.</p>	<p>Use geographical language to identify and explain some aspects of human and physical features and patterns.</p> <p>Know the names of the world's highest mountains.</p> <p>Describe how mountains are formed.</p>	<p>Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons on the larger scale; contrasting and distant places.</p>	<p>Observe physical and human features of the environment.</p> <p>Use 4 compass points well. Begin to use 8 compass points.</p> <p>Use junior atlases.</p> <p>Use letter/no, co-ordinates to locate features on a map.</p> <p>Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</p> <p>Recognise Ordnance Survey symbols on maps and locate features using four figure grid references.</p> <p>Follow a route on a large scale map.</p>	<p>Make a map of a short route experienced.</p> <p>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p>



St Augustine's Geography Progression Map

Year 5	<p>Name and locate an increasing range of places in the world including globally and topically significant features and events. In our school, this includes a study of North America.</p> <p>Locate and describe key features in North America.</p> <p>Identify the position and significance of latitude, longitude the Tropics of Cancer and Capricorn, Arctic Circle</p>	<p>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.</p> <p>Demonstrate understanding of how and why some features or places are similar or different (Focus on North/ South America to the UK).</p>	<p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Recognise geographical issues affecting people in different places and environments.</p> <p>Analyse evidence and draw conclusions; comparing historical information; e.g. temperature of locations.</p>	<p>Use 8 compass points.</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p> <p>Select a map for a specific purpose.</p> <p>Use index and contents page within atlases.</p>	<p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</p> <p>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p>
Year 6	<p>Name and locate an extensive range of places in the world including globally and topically significant features and events. (In our school, this includes a geographical study on South America)</p> <p>Describe and understand key aspects of biomes and vegetation belts.</p>	<p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Explain some links and interactions between people, places and environments.</p> <p>Describe climate and time zones.</p>	<p>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</p> <p>Make predictions and test simple hypotheses about people, places and geographical issues</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions; e.g.</p>	<p>Follow a short route on an OS map. 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. (e.g. mountain regions, weather patterns.</p> <p>Use Ordnance Survey maps.</p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p>	<p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>Communicate geographical information using a wide range of methods including writing at increasing length.</p>



St Augustine's Geography Progression Map

			from field work data, looking at patterns.	Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six- figure grid references.	
--	--	--	---	--	--