



Geography Progression Map

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Being a Geographer in EYFS

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society. To foster their understanding of our culturally, socially, technologically and ecologically diverse world. Enriching and widening children's vocabulary will support later reading comprehension.

By the end of
Year F2

Where is it cold? – Cycle A

Children in F1

To know what a **globe** is

To know that polar **habitats** have a very cold **climate** and are freezing.

To know that polar bears live in the **Arctic**.

Children in F2

To know that The Arctic is at the top of the globe.

To know the Arctic has **no land** and It is made of **snow and ice**.

To know that **Antarctica** is at the bottom of the globe

To know that Antarctica has **some land** but is covered by a thick layer of **snow and ice**.

To know that **polar climates** have lots of snow and ice because the temperature is freezing.

To know that different animals live in the arctic – Polar bears, Arctic Fox, Snow Leopard, Puffins, Snowy Owl

To know that different animals live in the Antarctica – Whales, Penguins, Seals

To know that **global warming** is the increase in the **earth's temperature** and that means the earth is getting hotter and hotter.

To know that as humans, we are causing earth to get warmer due to the way that we live our lives by driving cars, flying to different countries and using lots of electricity, and even by throwing out food that we don't want to eat.

Growing – Cycle A

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Children in F1

To know the names of some **plants** e.g. sunflower, daffodil, tomatoes.

To know that plants start as a **seed** and need **water, soil** and **sunlight** to grow.

To know that some plants can be eaten and some can not.

To name parts of a plant e.g. **leaf/leaves, stem, petals and roots.**

Children in F2

To know the names of plants e.g. sunflower, daffodil, sweet peas, tulips, tomatoes and cress.

To know that plants start as a seed and need water, sunlight and soil to grow and that they get their food from the soil.

To know that some plants can be eaten and some can not.

To name parts of a plant e.g. leaf/leaves, stem, petals and roots.

Homes and Habitats – Cycle A

Children in F1

To know owls, live in the **woodlands.**

To know the names of some **mini beasts** and identify some of them.

To know that a **habitat** is where an animal lives.

Children in F2

To know that different creatures and animals have different habitats.

To know that animals need **shelter, water** and **food** to survive.

To know the names of minibeast and be able to identify them.

To know what you would find in a woodland.

To know what some plants in a woodland are e.g. trees, bushes, plants

New Curriculum

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.

Draw information from a simple map.

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	Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel whilst outside. 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.
Being a Geographer in KS1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	
By the end of Y2	Endangered Animals – Cycle A Know the names of the five oceans in the world. Know the location of the oceans to the seven continents. Know that our oceans are habitats to mammals and fish. Know that our oceans are under threat because of over fishing and hunting. Our Safe Place – Cycle A Use the text, significant person studied, or charity link to explore two contrasting areas in the world e.g a coastal region in the U.K. and a small area in a non European country studied e.g Caribbean Islands (link to Mary Seacole) Use maps, atlases to identify continents and hot and cold areas of the globe- Equator, North Pole, South Pole Know that the Caribbean Islands are made up of many islands. Well know islands are Jamaica, Haiti. f There are white sandy beaches and hot sun there. There are different types of animals and types of land. Know physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. Know human features like houses, roads and bridges are things that have been built by people. Creating a fairer society – Cycle A Know that Human and physical features are things that you can see all around you. Human features like houses, roads and bridges are things that have been built by people. Know that maps can show human features e.g when people want to find their way around the streets in towns or cities. Know how to use fieldwork skills to spot human features in the community. Know how to draw a map of the human features. Know how to use symbols.

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Know how to use field work skills to investigate the local community, generate a **question** about human geography.

Plastic Pollution – Cycle B (driver)

What are oceans?

Understand the definition of an **ocean** as a huge body of salt water. Identify the 5 oceans on a map. Understand how to use maps, knowing the features and different types of map. Know how to locate oceans and **continents** on **maps**. Look at the oceans and the surrounding continents. Order the oceans in size.

Understand that oceans have 5 layers- (sunlight, twilight, midnight, abyss, trench). Identify 3-4 facts about each layer of the ocean. Understand what the term **bioluminescence** is. Identify bioluminescent animals.

What are continents?

Know the names of the 5 continents. Locate each continent on a map identifying a continent by its shape. Know where Asia on a map understand this is the largest continent and has the biggest population. Understand this means the most people. Understand **Asia** Includes several mega-cities (E.g. Tokyo in Japan, Beijing in China, Delhi in India). Know human features in Asian cities

Why are oceans important?

Know that Oceans covers 70% of our earth. Understand that oceans are Important because they are a **habitat** to animals, oxygen, food, medicine

Which Oceans are under threat?

Identify oceans that are under threat from human activity. Explore different habitats that are at risk – coral

Know what is the impact of activity on ocean life. Exploring the role of NGOs in protecting the oceans

What habitats are in the oceans?

Know What a **habitat** is. Know about 4 habitats (coral reef, oyster reef, kelp forest, open ocean). Know What a **mammal** is, examples of marine mammals. Know What a **mollusc** is, examples of molluscs. Know What a **crustacean** is, example of crustaceans

Know What fish are, what gills are, examples of fish.

Rivers

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Use and understand geographical vocabulary relating to rivers. Use fieldwork skills when visiting the local river maps, first hand observations to enhance their location awareness.eg River Leen

Protecting our Environment – Cycle B

To know what **field work** is .

To know the names of some field work tools

To know how to carry out field work around your school

To know the **green spaces** in our school and **local** area

To know how to find things on a **map**

To know where things are in our local area-shops, school, houses, parks, green spaces and places of worship

To know that litter can spoil the **environment**

To know why green spaces are important for humans and animals

To know how to use google earth to find things

Belonging – Cycle B

Know that a map is a picture of a place usually drawn from above (aerial). Know that **maps** are drawings and they can help you find where you are and where you are going.

To Know different types of map- aerial, digital, climate map, road map

To know simple **compass directions** (North, South, East and West) and locational and **directional language** [near and far; left and right], to describe the location of features and routes on a map

To know how to use aerial photographs, recognise **landmarks** and basic **human and physical features**

To know how to draw and devise a simple map

To know how to and use and construct basic **symbols in a key**

To know how to 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.

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Being a Geographer in KS2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	
By the end of Y4	Adapting to a new society after conflict – Cycle A Know that a map is a picture of a place usually drawn from above (aerial). Know that maps are drawings and they can help you find where you are and where you are going. To know different types of map- aerial, digital, climate map, road map To know simple compass directions (North, South, East and West) and locational and directional language [near and far; left and right], to describe the location of features and routes on a map To know how to use aerial photographs, recognise landmarks and basic human and physical features To know how to draw and devise a simple map To know how to and use and construct basic symbols in a key To know how to 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. Our Impact on the local Environment – Cycle A (Driver) Rivers Know that a river is a moving body of water that flows from its source on high ground, across land, and then into another body of water, which could be a lake , the sea , an ocean or even another river . Know a river flows along a channel with banks on both sides and a bed at the bottom. Know rainfall , snow, ice melting causes rivers to rise over the top of their banks and begin to flow onto the floodplains at either side. Know how rivers are formed. Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill . They always flow downhill because of gravity. Know they flow across the land - meandering - or going around objects such as hills or large rocks. They flow until they reach another body of water. Know the journey of the river. Know as rivers flow, they erode the land. Over a long period of time rivers create valleys , or gorges and canyons if the river is strong enough to erode rock. They take the sediment - bits of soil and rock - and carry it along with them. Small rivers are usually known as streams , brooks or creeks . If they flow from underground they are called springs .

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	Know how to use map skills to locate The River Trent on a map. Know how to plan a route to it using appropriate geographical terms for direction and distance. Know how to identify key landmarks, buildings or green spaces they pass on their way to the river e.g Victoria Embankment, Clifton Wood, Attenborough Nature Reserve Know the features of the River Trent and characteristics of the upper, middle and lower courses. Know as the river flows from its source, in Staffordshire, to its mouth, Humber Estuary, it changes gradually between these three courses; these are gradual changes and there is not an abrupt difference between one course and the next. Know the River Trent is one of the major rivers of England. It is the third longest river in the United Kingdom. It flows through the centre of England until it joins the River Ouse to form the River Humber (estuary) which empties into the North Sea. Know how to use field work skills to draw a brief field sketch of their river, looking either up or down stream. Know how to use compass, recording the direction they are looking for their sketches and also which direction the river is flowing. Know the history of The River Trent. Identify how people have altered the natural features of a river- bridges (Trent Bridge) river banks, weirs, fords, flood defences. Identify how the land use including housing or shops, green spaces, footpaths farmland. Know how the course of the river has changed over time, how people have altered the banks and surrounding vegetation and land-use, and also how people have used the river in different ways throughout time. Our impact on the Global environment – Cycle A Humans hunting and poaching Know that hunting is legal. Poaching is illegal Know that poaching means the illegal hunting of animals. This can cause animals to become extinct. Know that is poaching continues at its current rate, animals like elephants and rhinos may be extinct Know that poachers in countries such as South Africa hunt rhinos and elephants for their body parts e.g tucks, ivory, bones. Tigers for their skin and pangolins for their properties. Know that ivory is in demand in countries such as China and Vietnam. Know that charities are set up to support the protection of animals e.g United for Wildlife. What does Fashion say about me? – Cycle B To Identify the five continents on a world map To Use the eight points of a compass to describe the locational knowledge of the United Kingdom and the wider world
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To Develop skills of place, space, scale through map work
 To Identify some of the **countries** in the conflict during WW1- UK, France, USA, Germany,
 To Know how **geographical borders** changed during WW1. Know that **the Treaty of Versailles** is one such example, where political boundaries in Europe were redrawn as a result of the First World War.
 To Study the similarities and differences in maps before and after WW1 and the Treaty of Versailles.
 To Know how conflict affects geography-weather/ climate, population, politics, health, development, environment
 To Know how geography can be a catalyst for conflict

Is being a Vegan healthy? – Cycle B

I can locate the countries where my food comes from (bananas, potatoes, coffee, chicken, rice, fish)
 I understand the effect of **climate** and geographical effects on food production

Case study: Banana farming in Colombia **fair trade**

I know the **physical characteristics** of Colombia

I know the impact on intensive **arable farming and organic farming**

I know the impact of **genetically modified crops**

I know the effect of fair trade on **economic activity**

I can discuss advantages and disadvantages of **consumer and producer**.



I know the impact of livestock farming and intensive fishing.

Case study: chicken farming

I know **intensive farming** methods are a way to maximise food production.

I know the impact this has had on the ways animals are raised.

I know chickens are sometimes raised in factory conditions in vast indoor sheds.

I know the advantages and disadvantages of factory farming.

I know the **effects of intensive farming on the environment**.

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By the end of Y6	The secret life of Bees – Cycle A To Understand that biomes are areas of our planet with similar climates, landscapes, animals and plants. To Know what species lives in each biome depends on: how warm or cold it is, how dry or wet it is, how fertile the soil is. To Know the relationship between animals and plants in a biome: Animals in a biome depend upon plants for food, Plants depend upon the animals for spreading pollen and seeds so that new plants can grow. So, both plants and animals rely on each other to stay alive. To Know types of biome: deserts, savannah, woodland, grassland, tundra. To Know the original habitats of the honey bee are tropical climates and heavily forested areas. Honey bees can thrive in natural or domesticated environments, though they prefer to live in gardens, woodlands, orchards, meadows and other areas where flowering plants are abundant. Water Pollution – Cycle A (driver) The importance of water to life on Earth To Know that over two thirds of the Earth is covered in water. To Know water is vital to support all life on the planet. To Know that water never leaves the Earth: it moves around in The Water Cycle (a continuous journey of water). From oceans and lakes, cloud, rain, streams, rivers. To Know the terms water vapour, gas, evaporation, process, condensation, liquid, precipitation (rain, snow, hail, sleet), run off water, rivers, streams, lake, ocean, sea in the context of the water cycle. To Know the water we use today has been around as long as the Earth (4 billion years ago). The first animals to leave water were amphibians toads, frogs, newts, salamanders. Amphibians evolved the ability to breathe air. However, like fish, most amphibians still have to go back into the water to lay their eggs. Water use To Know that most of the Earth's water is stored in Oceans. Recap the names of the 5 oceans (Atlantic, Pacific, Indian, Southern, Arctic). Know this water is Oceans is saline (salt water). To Know that freshwater is water that humans can use to sustain (support human, plant and animal life). This is in much smaller supply. Know that most of human's fresh water is sourced from rivers. To Know the distribution of freshwater across the world. To Know that humans need water to drink, eat, crops for animals to feed, farming, agriculture, sanitation, clothing, manufacturing. To Know ways in which we can reduce our water use. Water pollution To Know that most water pollution is caused through human activity.
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	To Know there are many reasons why people don't have access to clean water and why water is polluted. To Know the terms sewage, urbanisation, industry, farming, pesticides, chemicals, oil pollution, waste, littering, tourism and climate change in relation to water pollution. Case Study: BP Oil Spill To Know the location of the United States of America and The Gulf of Mexico. To Know the negative effects of the explosion of the BP oil rig Deep Water Horizon, a major environmental disaster including tourism, damage to birds, mammals, reptiles- seabirds, sea turtles and dolphins Symbols of Peace – Cycle A To Locate countries that are involved in warzones. Case study: The Gulf War To Know the Gulf war was fought between Iraq and a coalition of nations: Kuwait, United Kingdom, USA, France, Saudi Arabia between 1990-1991 To Know Baghdad is the capital city of Iraq To Know that migration is the movement of people from one place to another To Know that immigration is when people move from country to another. To Know that migration can be because of escaping war or political conflict. To Know what the push and pull factors are. To Locate Iraq on a world map and identify cities and regions. To Identify important physical characteristics and human characteristics of Iraq, making links to the causes of conflict. To Know there was a range of reasons the conflict began: leadership, economy, oil, power. To Connect learning with PSHE work living in the wider world. Childhood Migration – Cycle B Migration from Afghanistan to the Midlands To Know what migration is. To Know what a refugee is. To Explore why some people are refugees. To Know that migration is sometimes caused by conflict and this is a reason why people migrate. To Know what the push and pull factors are. To Know the positive impacts of migration for the source and host countries and the negative impacts of migration for the source and host countries. To Examine how the UK and the Midlands has been affected by migration.
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	To Locate England on a map of the United Kingdom and identify cities and regions. To Locate Afghanistan on a world map and identify cities and regions. To Identify important physical characteristics of Afghanistan. To Know the natural resources and land use of Afghanistan and make links to causes of conflict. To Know there are different types of migration and reasons for migrating- economic migration, climate change migration. To Explore the question all migrants are forced out of their home, do you agree? Inequalities within and between societies – Cycle B To Know North America's physical features. To Know that physical features means natural features and landscape of Earth e.g. mountains, lakes, cliffs, beaches. To Identify North America on a world map. To Know that North America is the third largest of the world's continents, and is almost entirely within the Northern Hemisphere. It lies between the Arctic Circle and the Tropic of Cancer To Identify the different countries of North America. To Know the largest countries in N America are Canada, the United States of America, and Mexico To Know the other countries are Belize, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama, Cuba, Jamaica, Haiti, Bahamas, Dominican Republic, Antigua and Barbuda, Saint Kitts and Nevis, Dominica, St. Lucia, Barbados, Grenada, Trinidad and Tobago, and finally Saint Vincent and the Grenadines. To Know the five physical regions of North America: The Mountainous West, the Great Plain, the Canadian Shield, the Eastern region, and the Caribbean and the physical features of each place. To Know some of North America's most important human characteristics. To Know that human characteristics means related to the behaviour of humans. To Identify North America's major cities. To Know there are mega cities- Mexico city, New York, Los Angeles, and Know that Toronto is one of the most diverse cities in the world. To Know the climate in two regions of North America. To identify the physical and human characteristics of the climate in the Caribbean.
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To Know about **agriculture** in North America.

To Know in the **tropical zones** of North America, farmers harvest oranges, sugar cane, coffee, cocoa and bananas.

To Know these crops grow on **coastal plains** near the coast, and in **humid mountain slopes**.

To Know These crops are really important **exports** for this part of the world.

Dreams and Aspirations – Cycle B

To Know that Indonesia is located in the **continents** Asia and Australia.

To Know that Indonesia is made up of 17,000 **islands** and the largest are Borneo, Java, Sumatra and New Guinea.

To Know that Indonesia is home to 129 active **volcanoes**

To Know that a third of Indonesia's population are children.

To Know there is a high level of **poverty** in Indonesia for children.

To Explore human and natural disasters and the effects this has on children and economic growth.

Volcanoes and Natural Disasters in Indonesia

To Know that a volcano is an opening in the **Earth's crust** that allows **magma, hot ash** and **gases** to escape.

To Know that Magma is **molten rock** - rock that is so hot it has turned into liquid.

To know most volcanic eruptions are caused by **tectonic plates**.

To know **pyroclastic flows** are fast moving clouds of hot ash, gas and rock

To know **ash clouds** are small pieces of rock and glass that can be carried in the air for many kilometres

To know **volcanic bombs** are large bits of very hot rock blown out of a volcano

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To know Volcanoes can support tourism and improve the soil.

Case study - volcanic eruption - Mt Merapi, Indonesia 2010

To Know **Mt Merapi** is an active **stratovolcano** (or composite volcano) located in South East Asia, on the island of **Java**, Indonesia.

To Know It is the most active volcano in Indonesia.

To Know Merapi is located in one of the most **densely populated** parts of Java.

To know most of these people are poor farmers who depend on the richness of the soil for their living.

To Know the **short term** and **long-term** effects of the volcano eruption on children and people living in this region.

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