

Willow Tree Progression in Geography

Theme	Nur	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Locational knowledge	<p>Begin to name things in the outdoor environment – grass, field, path, tree, building, fence.</p> <p>During creative activities where children represent the Earth, children are introduced to the terms ‘land’ and ‘sea’.</p>	<p>Learn that the country they live in is called England and that our school is in a part of England called Salford.</p> <p>Learn that the earth has hot and cold places. <i>Core texts children understand basic features of a beach, a river, a mountain, a jungle and the arctic.</i></p> <p>Learn that some places are near and some are far away. Some places that we might travel to are across water that we call a sea/ocean, <i>children learn that Ireland is on the other side of the Irish sea. Look at land and water on maps and the class globe.</i></p>	<p>Name and locate the world’s seven continents and five oceans. <i>The children learn which animals inhabit each continent and ocean.</i></p> <p>Use basic geographical vocabulary to refer to key physical features, <i>including: beach, sea, ocean, continent.</i></p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <i>Link landmarks to the capital cities of each of the four countries).</i></p> <p>Use basic geographical vocabulary to refer to key physical features, including: cliff, coast, forest, hill, mountain, river, soil, valley, vegetation, season and weather. <i>Plus United Kingdom, capital city, city, landmark, coastline, landscape.</i></p>	<p>Name and locate counties (<i>Lancashire, Cornwall, Cumbria</i>) and cities (<i>Leeds, Newcastle, Edinburgh, Glasgow, Bristol</i>) of the United Kingdom.</p> <p>Locate geographical regions and their identifying human and physical characteristics, key topographical features (<i>including mountains and rivers</i>), and land-use patterns. Understand how some of these aspects have changed over time.</p> <p>Identify the position and</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>

					significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).			
Geographical skills & fieldwork	<p>Children use maps as part of role play and imaginative play.</p> <p>Chn enjoy opportunities to make their own maps.</p>	<p>Understand information from a simple map. <i>Starting with a map of a room to link a map to a real place</i>). Focus on understanding <i>positional lang'</i>.</p> <p>Maps available in the storytelling corner e.g. pirate island maps.</p> <p>Children see the UK on a map.</p>	<p>Use world maps (<i>identify the seven continents and place the associated animals, name and locate five oceans</i>) and globes (<i>firstly to notice the difference between land and sea</i>) to identify the seven continents and five oceans.</p>	<p>Use KS1 atlases (<i>map of UK, London and other major cities including Salford</i>) to identify the United Kingdom and its countries, as well as the countries. Use LKS2 atlas (<i>study differences in UK landscape</i>).</p>	<p>Use maps, (<i>locate UK countries and cities</i>), KS1 and LKS2 atlases (<i>locate UK cities and counties</i>), globes and digital/computer mapping to locate (<i>UK mountains and rivers</i>) and describe features studied.</p> <p>Use maps (<i>world to add tropics of Cancer & Capricorn, N & S</i>)</p>	<p>Use maps (<i>world to add tropics of Cancer & Capricorn, N & S hemispheres</i>), LKS2 atlases (<i>position equator, normal and pole-centric view of poles, American-centric map, find lines of latitude in UK/longitude around the world</i>), globes (<i>to recognise northern and southern hemispheres</i>) to</p>	<p>Use maps (<i>world to compare British Isles to South America</i>), UKS2 atlases (<i>physical and political boundaries in the Americas</i>), and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>Use maps (<i>Europe, Euro-Asia</i>), UKS2 atlases (<i>European environments - mountain ranges, tundra, forests, grassland, rivers</i>) and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>

		<p>Children are introduced to London as capital city of England and learn what a landmark is. They look for landmarks on a map of London. Look at Kenya on a map. Hear that Nairobi is the capital city.</p>			<p><i>hemispheres), LKS2 atlases (position equator, normal and pole-centric view of poles, American-centric map, find lines of latitude in UK/longitude around the world), globes (to recognise northern and southern hemispheres) to locate countries and describe features studied.</i></p> <p>Use the four points of a compass to build their knowledge of the United Kingdom and to describe the location of features on a map. (Note this is KS1 NC)</p>	<p>locate countries and describe features studied.</p> <p>Use the eight points of a compass (<i>position of North American countries in relation to one another</i>), to build their knowledge of the wider world.</p>	<p>Use the eight points of a compass (<i>position of North American countries in relation to one another</i>), to build their knowledge of the wider world.</p>	<p>Use keys to build their knowledge of the wider world.</p>
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2. Place knowledge	Through stories and cultural learning days throughout the year, children begin to gain a sense of where they live and that people across the world live in lots of contrasting places with different weather, clothes, food, traditions etc.	<p>Recognise some similarities & differences between life in this country and life in another country.</p> <p>Recognise some environments that are different to the one they live.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - Our local area.</p> <p>Use basic geographical vocabulary to refer to: key human features, <i>including: city, town, village, house, shop, aerial view/bird's eye view, Landmarks, map, symbol, key, street items, urban and rural.</i></p>	<p>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 – Zambia</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. This will depend on the area chosen.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom - Extended Local Area – Southport.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – France, (<i>how to get to France, size compared to England, 4 major biomes, 3 mountainous regions, 3 main rivers, France as a tourist destination</i>).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within South America – The Amazon, (<i>locate Amazon river, locate tropical rainforests and understand their environmental impact on indigenous people, deforestation</i>).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom - The Lake District, (<i>understand what a national park is, features of Lake district, farming, tourism, how topography affects climate, make comparisons between Lake district and Salford/ Manchester</i>).</p>
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Geographical skills and fieldwork	<p>Globes are available in the provision and may evoke conversations</p> <p>Walk around the school ground, looking for seasonal changes.</p>	<p>See the map of the UK and explore where the four countries are</p> <p>Find our school on Google Earth and then gradually zoom out.</p>	<p>Use aerial photographs and plans to recognise landmarks and basic human & physical features (<i>Digimaps to locate our school; Google Earth to locate key places/ buildings in local area</i>); devise a simple map (<i>signpost map of our school</i>); and use and construct basic symbols in a key (<i>favourite place</i>).</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its</p>	<p>Use world maps, (<i>identify UK, India</i>). Use map of <i>India to locate and label Zambia</i>. Use globes (<i>locate India, notice nearby oceans</i>) to identify the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West - <i>revisit mnemonic – naughty elephants squirt water</i>) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography.</p>	<p>Use maps (<i>world, UK and location maps</i> LKS2 atlases (<i>North West and digital/computer mapping to locate local area of Langworthy and Weaste using Google maps</i>)</p> <p>Use four figure grid references, symbols and key (<i>use Ordnance Survey maps of the North West</i> to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, record and present the human and physical features in the local area using a range of methods, including sketch</p>	<p>Use maps (<i>Europe, transport maps, UK, France, climatic map of France</i>), LKS2 atlases (<i>identify the 3 mountainous regions of France; main rivers</i>), to locate countries and describe features studied.</p> <p>Introduce the eight points of the compass (<i>direction of France from UK</i>).</p> <p>Use four-figure grid references, symbols and keys (including the use of Ordnance Survey maps).</p>	<p>Use maps (<i>South America and UK, land use map of Amazon rainforest</i>), UKS2 atlases (<i>locate Amazon river and rainforest</i>), to locate countries and describe features studied.</p>	<p>Use maps (<i>UK national parks, UKS2 atlases (to locate UK national parks around us, Lake District)</i>), to locate countries and describe features studied.</p> <p>Use the eight points of a compass (<i>locate main mountain ranges in UK</i>).</p> <p>Introduce six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch</p>
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3.Human and physical geography	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar or different properties, eg sand, soil, water.</p> <p>Talk about what they see using a wide vocabulary.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environment.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand some important process and changes in the natural world around them, including the seasons and changing state of matter.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: <i>season, weather, thermometer, observation and weather forecast.</i></p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: <i>season, weather, plus continent, countries, equator, poles, climate, adaptations, position and globe.</i></p>	<p>Describe and understand key aspects of physical geography, including: biomes, climate zones and vegetation belts; <i>plus equator, tropics, climate, North Pole, South Pole, natural environment, Aquatic/temperate/deciduous forest, Boreal/Taiga forest and tundra.</i></p>	<p>Describe and understand key aspects of 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. <i>Plus exports, imports, Fair Trade, water/energy scarcity, security and human Geography.</i></p> <p>Describe and understand key</p>	<p>Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. <i>Plus tectonic crusts, ring of fire, circum-Pacific belt, volcano, dormant, active, extinct, composite, stratovolcano, vent, crater, lava, conduit, magma.</i></p> <p>Describe and understand key aspects of human geography, including: types of settlement and</p>	<p>Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. <i>Plus tectonic crusts, ring of fire, circum-Pacific belt, volcano, dormant, active, extinct, composite, stratovolcano, vent, crater, lava, conduit, magma.</i></p> <p>Describe and understand key aspects of human geography, including: the impact of volcanic eruptions. Describe and understand key</p>

						aspects of physical geography , including: rivers , mountains, the water cycle. <i>Plus oxbow lake, tributary, confluence, upper course, lower course, source, mouth, meander, infiltration, runoff, evaporation, precipitation, transpiration, ocean, river, stream, reservoir.</i>	land use , economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <i>Plus exports, imports, Fair Trade, water/energy scarcity, security and human Geography.</i>	aspects of physical geography , including: volcanoes and earthquakes . <i>Plus tectonic crusts, ring of fire, circum-Pacific belt, volcano, dormant, active, extinct, composite, stratovolcano, vent, crater, lava, conduit, magma.</i>
Geographical skills and fieldwork	Green represents land and blue represents sea – during role play.	Know methods of travel – cycle, walk, fly, sail, and how the choice varies depending on the distance and location. <i>Use Google maps to zoom into our school on a map.</i>	Use observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment, <i>study the weather by recording twice daily the temperature.</i>	Use world map (on IWB to see position of equator and revisit continent of Africa and the animals that live there). Use globes (to locate the poles and equator). Use simple compass directions (North,	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, (3 world map templates for countries that use fossil fuels). Use LKS2 atlas (<i>observe countries where there are no fossil fuels</i>).	Use UKS2 atlas, (<i>locate rivers of the world</i>). Use maps (<i>locate UK rivers</i>). Continue to use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the	Use maps, UKS2 atlases (<i>locate volcanoes within Pacific Ocean</i>), and digital/ computer mapping to locate countries (<i>volcanoes - ring of fire</i>) and describe features studied.

				<p>South, East and West) to describe the location of features and routes on a map, <i>(link to globe work; revisit mnemonic – naughty elephants squirt water).</i></p>		<p>Use fieldwork to observe, record and present the human and physical features in the local area <i>(walk with a map to record what the land is used for. Include worship, shops, housing, recreation, education, services- post office, doctors/dentist)</i></p>	<p>United Kingdom, <i>(locate River Irwell on OS map – use four-figure GR – find source, then follow course of river).</i></p> <p>Use fieldwork to observe the physical features of the local area.</p>	
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