	Willow Tree Progression in Geography							
Theme	Nur	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Locational knowledge	Begin to name things in the outdoor environment – grass, field, path, tree, building, fence. During creative activities where children represent the Earth, children are introduced to the terms 'land' and 'sea'.	Learn that the country they live in is called England and that our school is in a part of England called Salford. Learn that the earth has hot and cold places. Core texts children understand basic features of a beach, a river, a mountain, a jungle and the arctic. 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, children learn that Ireland is on the other side of the Irish sea. Look at land and water on maps and the class globe.	continents and five oceans. The children learn which animals inhibit each continent and ocean. Use basic geographical vocabulary to refer to key physical features, including: beach, sea, ocean, continent.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Link landmarks to the capital cities of each of the four countries). Use basic geographical vocabulary to refer to key physical features, including: cliff, coast, forest, hill, mountain, river soil, valley, vegetation, season and weather. Plus United Kingdom, capital city, city, landmark, coastline, landscape.	Name and locate counties (Lancashire, Cornwall, Cumbria) and cities (Leeds, Newcastle, Edinburgh, Glasgow, Bristol) of the United Kingdom. Locate geographical regions and their identifying human and physical characteristics, key topographical features (including mountains and rivers), and landuse patterns. Understand how some of these aspects have changed over time. Identify the position and	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).	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.	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.

					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			
	Children use	Understand	Llanauld manua	Use KS1 atlases	and night).	Llaa maana /wanlal	Han mana lungula	Han mana / Turana
		information from	Use world maps (identify the	(map of UK,	Use maps, (locate UK countries and	Use maps (world	Use maps (world	Use maps (Europe, Euro-Asia), UKS2
	maps as part of role play and		seven continents	London and other	cities), KS1 and	to add tropics of Cancer &	to compare British Isles to	atlases (European
	imaginative	a simple map. Starting with a	and place the		LKS2 atlases	Capricorn, N & S	South America),	environments -
_	_		associated	major cities including Salford)	(locate UK cities	hemispheres),	UKS2 atlases	mountain ranges,
vor	play.	map of a room to link a map to a	animals, name	to identify the	and counties),	LKS2 atlases	(physical and	tundra, forests,
<u> </u>	Chn enjoy	real place). Focus	and locate five	United Kingdom	globes and	(position equator,	political	grassland, rivers)
t fie	opportunities to	on understanding	oceans) and	and its countries,	digital/computer	normal and pole-	boundaries in the	and digital/
<u>s</u>	make their own	positional lang'.	globes (firstly to	as well as the	mapping to locate	centric view of	Americas), and	computer mapping
skil	maps.	positional larg .	notice the	countries. Use	(UK mountains	poles, American-	digital/computer	(Google Earth) to
ca	παρς.	Maps available in	difference	LKS2 atlas (study	and rivers) and	centric map, find	mapping (Google	locate countries
phi		the storytelling	between land and	differences in UK	describe features	lines of latitude in	Earth) to locate	and describe
gra		corner e.g. pirate	sea) to identify	landscape).	studied.	UK/longitude	countries and	features studied.
Geographical skills & fieldwork		island maps.	the seven	iunuscupej.	studieu.	around the world),	describe features	to locate countries
		isialiu iliaps.	continents and		Use maps (world	globes (to	studied.	and describe
		Children see the	five oceans.		to add tropics of	recognise northern	studieu.	features studied.
		UK on a map.	iive oceans.		Cancer &	and southern		reatures studied.
		ok on a map.			Capricorn, N & S			
					cupricorn, iv & 3	hemispheres) to		

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	Children are		hemispheres),	locate countries	Use the eight	
	introduced to		LKS2 atlases	and describe	points of a	
	London as capital		(position equator,	features studied.	compass (position	
	city of England		normal and pole-		of North	
	and learn what a		centric view of	Use the eight	American	
	landmark is. They		poles, American-	points of a	countries in	
	look for		centric map, find	compass (position	relation to one	
	landmarks on a		lines of latitude in	of North American	another), to build	
	map of London.		UK/longitude	countries in	their knowledge	
	Look at Kenya on		around the world),	relation to one	of the wider	Use keys to build
	a map. Hear that		globes (to	another), to build	world.	their knowledge of
	Nairobi is the		recognise northern			the wider world.
	capital city.		and southern	the wider world.		
			hemispheres) to			
			locate countries			
			and describe			
			features studied.			
			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)			
			NOT IVE			

	Through stories and cultural	Recognise some similarities &	Understand geographical	Understand geographical	Understand geographical	Understand geographical	Understand geographical	Understand geographical
	learning days	differences	similarities and	similarities and	similarities and	similarities and	similarities and	similarities and
	throughout the	between life in	differences	differences through		differences	differences	differences
	year, chn begin	this country and	through studying	studying the humar	through the study	through the study	through the study	through the study
	to gain a sense	life in another	the human and	and physical	of human and	of human and	of human and	of human and
	of where they	country.	physical	geography of a	physical	physical	physical	physical geography
	live and that		geography of a	small area of the	geography of a	geography of a	geography of a	of a region of the
	people across	Recognise some	small area of the	United Kingdom,	region of the	region in a	region within	United Kingdom -
	the world live in	environments	United Kingdom -	and of a small area	United Kingdom -	European country	South America –	The Lake District,
	lots of	that are different	Our local area.	in a contrasting	Extended Local	– France, (how to	The Amazon,	(understand what
	contrasting	to the one they		non-European	Area – Southport.	get to France, size	(locate Amazon	a national park is,
	places with	live.	Use basic	country – Zambia		compared to	river, locate	features of Lake
36	different	Barrella de da	geographical	the best		England, 4 major	tropical	district, farming,
edg	weather,	Describe their	vocabulary to	Use basic		biomes, 3	rainforests and understand their	tourism, how
lwc	clothes, food, traditions etc.	immediate environment	refer to: key human features,	geographical vocabulary to refer		mountainous regions, 3 main	environmental	topography affects climate, make
Place knowledge	traditions etc.	using knowledge	including: city,	to: key physical		rivers, France as a	impact on	comparisons
эсе		from observation,	town, village,	features, including:		tourist	indigenous	between Lake
Pi		discussion,	house, shop,	beach, cliff, coast,		destination).	people,	district and
2.		stories, non-	aerial view/bird's	forest, hill,		acsemación,	deforestation).	Salford/
		fiction and maps.	eye view,	mountain, sea,				Manchester).
			Landmarks, map,	ocean, river, soil,				,
		Know that there	symbol, key,	valley, vegetation,				
		are different	street items,	season and				
		countries in the	urban and rural.	weather; key				
		world and talk		human features,				
		about the		including: city,				
		differences they		town, village,				
		have experienced		factory, farm,				
		or seen in		house, office, port,				
		photographs.		harbour and shop.				
				This will depend on				
				the area chosen.				

	Globes are	See the map of	Use aerial	Use world maps,	Use maps (world,	Use maps	Use maps (South	Use maps (UK
	available in the	the UK and	photographs and	(identify UK,	UK and location	(Europe,	America and UK,	national parks,
	provision and	explore where	plans to recognise	India). Use map of	maps LKS2 atlases	transport maps,	land use map of	UKS2 atlases (to
	may evoke	the four countries	landmarks and	India to locate and	North West and	UK, France,	Amazon	locate UK national
	conversations	are	basic human &	label Zambia. Use	digital/computer	climatic map of	rainforest), UKS2	parks around us,
			physical features	globes (locate	mapping to locate	France), LKS2	atlases (locate	Lake District), to
		Find our school	(Digimaps to locate	India, notice	(local area of	atlases (identify	Amazon river and	locate countries
	Walk around	on Google Earth	our school; Google	nearby oceans) to	Langworthy and	the 3	rainforest), to	and describe
	the school	and then	Earth to locate key	identify the	Weaste using	mountainous	locate countries	features studied.
	ground, looking	gradually zoom	places/ buildings in	countries,	Google maps)	regions of France;	and describe	
	for seasonal	out.	local area); devise a	continents and		main rivers), to	features studied.	
	changes.		simple map	oceans studied at		locate countries		
논			(signpost map of	this key stage.		and describe		
Ō			our school); and use			features studied.		Use the eight points
<u> 5</u>			and construct basic	Use simple compass				of a compass (locate
ij			symbols in a key	directions (North,		Introduce the		main mountain
Geographical skills and fieldwork			(favourite place).	South, East and		eight points of		ranges in UK).
<u>s</u>				West - revisit	Use four figure	the compass		
ski				mnemonic –	grid references,	(direction of		
<u>a</u>				naughty elephants	symbols and key	France from UK).		Introduce six-figure
phi				squirt water) and	(use Ordnance			grid references,
gra				locational and	Survey maps of	Use four-figure		symbols and keys
e G				directional language	the North West	grid references,		(including the use of
G				[for example, near	to build their	symbols and keys		Ordnance Survey
				and far; left and	knowledge of the	(including the use		maps) to build their
				right], to describe	United Kingdom.	of Ordnance		knowledge of the
				the location of		Survey maps).		United Kingdom
				features and routes	Use fieldwork to			
				on a map	observe, record			Use fieldwork to
				Geography.	and present the			observe, measure,
			Use simple		human and			record and present
			fieldwork and		physical features			the human and
			observational skills		in the local area			physical features in
			to study the		using a range of			the local area using
			geography of their		methods,			a range of methods,
			school and its		including sketch			including sketch

			grounds and the		maps and plans,			maps, plans and
			key human and		(day trip to			graphs, and digital
			physical features of		Southport).			technologies.
			its surrounding					teermologies.
			environment, (local					
			area walk to look					
			out for litter areas,					
			shops, houses,					
			churches, parks,					
			roads, post box).					
	Use all their	Know some	Identify seasonal	Identify the	Describe and	Describe and	Describe and	Describe and
	senses in hands	similarities and	and daily weather	location of hot	understand key	understand key	understand key	understand key
	on exploration	differences	patterns in the	and cold areas of	aspects of	aspects of human	aspects of	aspects of physical
	of natural	between the	United Kingdom.	the world in	physical	geography,	physical	geography,
	materials.	natural world	Officed Kingdom.	relation to the	geography,	including: types	geography,	including:
	materials.	around them and		Equator and the	including:	of settlement and	including:	volcanoes and
	Explore	contrasting		North and South	biomes, climate	land use,	volcanoes and	earthquakes. Plus
_	collections of	environment.		Poles.	zones and	economic activity	earthquakes. <i>Plus</i>	tectonic crusts,
Ph)	materials with	environment.		roles.	vegetation belts;	including trade	tectonic crusts,	ring of fire, circum-
gra	similar or	Understand the	Use basic	Use basic	plus equator,	links, and the	ring of fire,	Pacific belt,
eo g	different	effect of changing	geographical	geographical	tropics, climate,	distribution of	circum-Pacific	volcano, dormant,
<u> </u>	properties, eg	seasons on the	vocabulary to	vocabulary to	North Pole, South	natural resources	belt, volcano,	active, extinct,
si ce	sand, soil,	natural world	refer to key	refer to key	Pole, natural	including energy,	dormant, active,	composite,
چ چ		around them.	•	•	•		·	stratovolcano,
D D	water.	around them.	physical features,	physical features,	environment,	food, minerals and water. <i>Plus</i>	extinct,	•
an	Talk about what	Understand some	including: season,	including: season,	Aquatic/temper-		composite,	vent, crater, lava,
e E	Talk about what	Understand some	weather,	weather, plus	ate/deciduous	exports, imports,	stratovolcano,	conduit, magma.
3.Human and physical geography	they see using a	important	thermometer,	continent,	forest,	Fair Trade,	vent, crater,	December and
Ĭ.	wide	process and	observation and	countries,	Boreal/Taiga	water/energy	lava, conduit,	Describe and
(1)	vocabulary.	changes in the natural world	weather forecast.	equator, poles,	forest and tundra.	scarcity, security	magma.	understand key
				climate,		and human	Danasilka asad	aspects of human
		around them,		adaptations,		Geography.	Describe and	geography,
		including the		position and			understand key	including: the
		seasons and		globe.			aspects of human	impact of volcanic
		changing state of				D	geography,	eruptions.
		matter.				Describe and	including: types	Describe and
						understand key	of settlement and	understand key

						aspects of physical geography, including: rivers, mountains, the water cycle. Plus oxbow lake, tributary, confluence, upper course, lower course, source, mouth, meander, infiltration, runoff, evaporation, precipitation, transpiration, ocean, river, stream, reservoir.	land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Plus exports, imports, Fair Trade, water/energy scarcity, security and human Geography.	aspects of physical geography, including: volcanoes and earthquakes. Plus tectonic crusts, ring of fire, circum-Pacific belt, volcano, dormant, active, extinct, composite, stratovolcano, vent, crater, lava, conduit, magma.
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. Use Google maps to zoom into our school on a map.	Use observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment, study the weather by recording twice daily the temperature.	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 (observe countries where there are no fossil fuels).	Use UKS2 atlas, (locate rivers of the world). Use maps (locate UK rivers). 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 (locate volcanoes within Pacific Ocean), and digital/ computer mapping to locate countries (volcanoes - ring of fire) and describe features studied.

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