

## Willow Tree Progression in Geography

| Theme                   | Nur  | Rec   | Year 1   | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
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| 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 Europe – Greece, 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> |

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|  |  |  |  |   | 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).                                    |   |   |  |
| <b>Geographical skills &amp; fieldwork</b> | <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 globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;</p> <p>Use globes and atlases – and annotate maps – to identify the world's hot and cold regions, locating the UK</p> | <p>Use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;</p> <p>Use globes, atlases and maps to identify the main human and physical features of North and South America;</p> | <p>Use maps (<i>world to add tropics of Cancer &amp; Capricorn, N &amp; 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> |

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|  |  | <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>and Zambia within them;</p> <p>Look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;</p> <p>Make use of the four main compass points when describing the location of these key locations and regions.</p> | <p>Interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;</p> <p>Use appropriate vocabulary when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres). In addition, children should have had the opportunity to further develop their skills of enquiry and fieldwork (including the use of data and mapwork), and to</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. Use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon; Interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it.</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. Interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean); Use globes and atlases to identify the location of Greece and the Mediterranean.</p> | <p>Interpret a range of maps of the UK and the local region and apply this information to their understanding of it; Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK; Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.</p> <p>Use keys to build their knowledge of the wider world.</p> |
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|                    |   |  |  |  | make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and through dedicated fieldwork days. |   |  |   |
| 2. Place knowledge | Through stories and cultural learning days throughout the year, chn 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. | Recognise some similarities & differences between life in this country and life in another country.<br><br>Recognise some environments that are different to the one they live.<br><br>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps. | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - Our local area.<br><br>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,</i> | 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<br><br>Use basic geographical vocabulary to refer to: key <b>physical features</b> , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, | Understand geographical similarities and differences through the study of human and physical geography of South America - Brazil                                  | Understand geographical similarities and differences through the study of human and physical geography of North America | 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> ). | 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> ). |

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|                                   |   | Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.  | <i>street items, urban and rural.</i>   | season and weather; key <b>human features</b> , including: city, town, village, factory, farm, house, office, port, harbour and shop. This will depend on the area chosen.   |   |  |   |  |
| Geographical skills and fieldwork | Globes are available in the provision and may evoke conversations<br><br>Walk around the school ground, looking for seasonal changes. | See the map of the UK and explore where the four countries are<br><br>Find our school on Google Earth and then gradually zoom out. | 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> ). | 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.<br><br>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 | Use maps ( <i>world, UK and location maps</i> LKS2 atlases ( <i>North West</i> and digital/computer mapping to locate ( <i>local area of Langworthy and Weaste using Google maps</i> )) | Use maps to locate countries and describe features studied.<br><br>Introduce the eight points of the compass<br><br>Use four-figure grid references, symbols and keys (including the use of Ordnance Survey maps). | 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. | 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.<br><br>Use the eight points of a compass ( <i>locate main mountain ranges in UK</i> ).<br><br>Introduce six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their |

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|                                       |  |  | 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, ( <i>local area walk to look out for litter areas, shops, houses, churches, parks, roads, post box</i> ). | the location of features and routes on a map<br>Geography.   | Use fieldwork to observe, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans, ( <i>day trip to Southport</i> ).   |   |  | knowledge of the United Kingdom<br><br>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.                                       |
| <b>3.Human and physical geography</b> | Use all their senses in hands on exploration of natural materials.<br><br>Explore collections of materials with similar or different properties, e.g. sand, soil, water. | Know some similarities and differences between the natural world around them and contrasting environment.<br><br>Understand the effect of changing seasons on the natural world around them. | Identify seasonal and daily weather patterns in the United Kingdom.<br><br>Use basic geographical vocabulary to refer to key physical features, including: <i>season, weather,</i>   | Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.<br><br>Use basic geographical vocabulary to refer to key physical features, including: <i>season, weather, plus</i> | Describe and understand key aspects of <b>physical geography</b> , including: <b>biomes</b> , climate zones and vegetation belts; <i>plus equator, tropics, climate, North Pole, South Pole, natural environment, Aquatic/temper-</i> | Describe and understand key aspects of <b>human geography</b> , including: types of <b>settlement and land use</b> , economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <i>Plus exports, imports,</i> | Describe and understand key aspects of <b>physical geography</b> , including: <b>volcanoes</b> and earthquakes. <i>Plus tectonic crusts, ring of fire, circum-Pacific belt, volcano, dormant, active, extinct, composite, stratovolcano,</i> | Describe and understand key aspects of <b>physical geography</b> , including: volcanoes and <b>earthquakes</b> . <i>Plus tectonic crusts, ring of fire, circum-Pacific belt, volcano, dormant, active, extinct, composite, stratovolcano, vent, crater, lava, conduit, magma.</i> |

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|                                   | Talk about what they see using a wide vocabulary.                 | Understand some important process and changes in the natural world around them, including the seasons and changing state of matter. | <i>thermometer, observation and weather forecast.</i>                               | <i>continent, countries, equator, poles, climate, adaptations, position and globe.</i> | <i>ate/deciduous forest, Boreal/Taiga forest and tundra.</i>     | <i>Fair Trade, water/energy scarcity, security and human Geography.</i> | <i>vent, crater, lava, conduit, magma.</i>                                 | Describe and understand key aspects of <b>human geography</b> , including: the impact of volcanic eruptions. Describe and understand key aspects of <b>physical geography</b> , including: types of <b>settlement and land use</b> , 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> |
| 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  | Use observational skills to study the geography of their school and its grounds and | Use world map (on IWB to see position of equator and revisit continent                 | Use maps, atlases, globes and digital/computer mapping to locate | Use maps, (3 world map templates for countries that use fossil fuels).  | Use UKS2 atlas, (locate rivers of the world). Use maps (locate UK rivers). | Use maps, UKS2 atlases (locate volcanoes within Pacific Ocean), and digital/ computer  |

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|  |  | <p>on the distance and location.</p> <p><i>Use Google maps to zoom into our school on a map.</i></p> | <p>the key human and physical features of its surrounding environment, <i>study the weather by recording twice daily the temperature.</i></p> | <p>of Africa and the animals that live there). Use globes (to locate the poles and equator).</p> <p>Use simple compass directions (North, 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>countries and describe features studied.</p> | <p>Use LKS2 atlas <i>(observe countries where there are no fossil fuels).</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>Continue to use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the 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> | <p>mapping to locate countries <i>(volcanoes - ring of fire)</i> and describe features studied.</p> |
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