

**St. Gerard's Catholic Primary & Nursery School**  
**Geography Progression Document 2023-2024**

	Foundation	KS1		Lower KS2		UPPER KS2	
	EYFS -	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Aim</b>	<p><b>We aim to instil and invoke curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Lessons will 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. Geography will foster a greater understanding of others' lives children will have opportunities to share and learn from each other's' backgrounds. To celebrate diversity, personal anecdotes and stories about places and people. Global and local issues will be explored and opportunities are there to consider cause, effect and consequence at a variety of scales. They will consider different viewpoints and cultural perspectives build on the essential learning of core facts, enabling pupils to empathise with a range of values and better understand different people, contexts and cultures. We aim for all children to develop resilience and enquiry - thinking about futures and asking 'what if?' In a respectful way that considers the lives of others and the impact to our world.</b></p> <ul style="list-style-type: none"> <li>• The children will develop contextual world knowledge of locations, places, seas and oceans and geographical features.</li> <li>• The children will have a deep understanding of the conditions, processes and interactions that explain features and patterns and changes over time and space. They will make links across place, space and environment.</li> <li>• They will develop competence in geographical enquiry, applying skills in observing, analysing, mapping and communicating geographical information.</li> </ul>						

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<b>Progression Aims</b>	<p><b>Understanding of the world</b>            Children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.</p>	<p><b>PURPOSE</b>            Pupils:</p> <ul style="list-style-type: none"> <li>• have a real sense of <b>curiosity and fascination</b> to find out about the <b>world</b> and the <b>people</b> who live there</li> <li>• know about <b>diverse</b> places, people, resources and natural/human environments</li> <li>• have an understanding of Earth's key physical and human processes</li> <li>• are deepening understanding of the <b>interactions</b> between physical and human <b>processes</b></li> <li>• have an understanding of the <b>formation</b> and use of <b>landscapes</b> and <b>environments</b></li> <li>• are increasingly be able to <b>explain</b> how the Earth's features at <b>different scales</b> are shaped, <b>interconnected</b> and <b>change</b> over <b>time</b>.</li> </ul>		<p><b>PURPOSE</b>            Pupils:</p> <ul style="list-style-type: none"> <li>• have a real sense of <b>curiosity and fascination</b> to find out about the world and the people who live there</li> <li>• know about <b>diverse</b> places, people, resources and natural/human environments</li> <li>• have an <b>understanding</b> of Earth's key physical and human <b>processes</b></li> <li>• are <b>deepening</b> understanding of the <b>interactions</b> between physical and human processes</li> <li>• have an understanding of the <b>formation</b> and <b>use</b> of <b>landscapes</b> and <b>environments</b></li> <li>• are increasingly be able to <b>explain</b> how the Earth's features at <b>different scales</b> are shaped, <b>interconnected</b> and <b>change</b> over <b>time</b></li> </ul>			

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EYFS -		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><b>AIMS</b> Pupils:</p> <ul style="list-style-type: none"> <li>• have a contextual knowledge of the location of globally significant places- terrestrial and marine- and their related geographical characteristics and processes</li> <li>• can understand the processes that shape human and physical features of the world, their <b>interdependence</b>, <b>spatial variation</b> and change over time</li> <li>• can <b>collect, analyse and communicate</b> data gathered in the field to deepen understanding</li> <li>• are able to <b>interpret</b> geographical sources, such as maps, diagrams, globes, photographs and GIS</li> <li>• can effectively communicate through images, maps, data and written formats.</li> </ul>		<p><b>AIMS</b> Pupils:</p> <ul style="list-style-type: none"> <li>• have a <b>contextual</b> knowledge of the location of <b>globally significant</b> places- terrestrial and marine- and their related geographical characteristics and processes</li> <li>• can understand the processes that shape human and physical features of the world, their <b>interdependence</b>, <b>spatial variation</b> and change over time</li> <li>• can <b>collect, analyse and communicate</b> data gathered in the field to deepen understanding</li> <li>• are able to <b>interpret</b> geographical sources, such as maps, diagrams, globes, photographs and GIS</li> <li>• can <b>effectively communicate</b> through images, maps, data and written formats.</li> </ul>			
<p><b>Nursery</b></p> <p>'Once upon a time' -</p> <p>'Lets celebrate' – Celebrations</p> <p>Spring has sprung</p> <p>New Life – Old McDonald had a farm</p> <p>Transport</p>	<p><b>Fire, Fire!</b></p> <p><b>Mapping</b></p> <p><b>Location - United Kingdom</b></p> <p><b>Rivers</b></p> <p><b>Human &amp; Physical</b></p> <p><b>So Many Toys, So Little Time</b></p> <p><b>People &amp; Communities</b></p> <p><b>Compassion</b></p> <p><b>My Place in the World</b></p> <p><b>My town – place</b></p> <p><b>Fieldwork &amp; Data</b></p>	<p><b>Back in the 1800s</b></p> <p><b>Place</b></p> <p><b>Human &amp; Physical</b></p> <p><b>People &amp; Communities</b></p> <p><b>Industry</b></p> <p><b>Exploring our wonderful world</b></p> <p><b>Weather</b></p> <p><b>Fieldwork &amp; Data</b></p> <p><b>National Treasures</b></p> <p><b>Mapping</b></p> <p><b>Physical –Mountains</b></p>	<p><b>All are Equal</b></p> <p><b>Fieldwork &amp; Data</b></p> <p><b>Compassion</b></p> <p><b>The Mayans</b></p> <p><b>Mapping &amp; Compass Skills</b></p> <p><b>Economic Trade &amp; Activity</b></p> <p><b>Stone age to Iron age – How did Early Humans live?</b></p> <p><b>Locational: Great Britain</b></p> <p><b>People and communities</b></p>	<p><b>Let Freedom Ring</b></p> <p><b>Comparing UK to S Africa and North America</b></p> <p><b>Compassion</b></p> <p><b>Myths around the word</b></p> <p><b>Forests, wildlife and woodlands</b></p> <p><b>The Rotten Romans</b></p> <p><b>People &amp; Communities</b></p> <p><b>Mapping</b></p>	<p><b>Pride and Prejudice – Conflict and resolution</b></p> <p><b>Location – Our Town and the UK</b></p> <p><b>Fieldwork in local area Rivers</b></p> <p><b>Compassion</b></p> <p><b>The invaders (Vikings to Visitors)</b></p> <p><b>Mapping</b></p> <p><b>People &amp; Communities</b></p>	<p><b>WW2 – Our country, Our World</b></p> <p><b>Mapping</b></p> <p><b>Industry</b></p> <p><b>Interdependence</b></p> <p><b>Fieldwork &amp; Data</b></p> <p><b>Extreme Explorers</b></p> <p><b>Mapping</b></p> <p><b>Place knowledge</b></p> <p><b>Settlements and Human Impact</b></p> <p><b>Economic Trade &amp; Activity</b></p>	

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	<p><b>Seaside and holidays</b></p> <p>Reception</p> <p>'My world your world' –</p> <p>'Festivals and celebrations' –</p> <p>The skies above my eyes</p> <p>The tiny seed</p> <p>'Wheels in motion'</p> <p>'Seashells and sunshine'</p>	<p><b>Societal Change</b></p> <p>Seasons come, Seasons go!</p> <p><b>Climate Change.</b></p> <p><b>Fieldwork &amp; Data</b></p> <p>Sporting Heros - Olympics</p>	<p>Inspirational sporting personalities</p>	<p><b>Settlements</b></p> <p>Extreme Weather</p> <p><b>Weather</b></p> <p><b>Mapping</b></p> <p>How to train for the Olympics in extreme environments</p> <p><b>Climate, Weather, Environment</b></p>	<p><b>Location – Italy</b></p> <p><b>Industry</b></p> <p>Anglo Saxons and scots – Warriors who invaded Britain</p> <p><b>Mapping</b></p> <p><b>Economic Trade &amp; Activity Industry</b></p> <p>The Road to Paris</p> <p><b>Mapping</b></p> <p><b>Economic Trade &amp; Activity Industry</b></p> <p><b>Climate</b></p> <p><b>Weather</b></p>	<p><b>Economic Trade &amp; Activity</b></p> <p>Ancient Egyptians</p> <p><b>Desert climate</b></p> <p><b>Location – Egypt</b></p> <p><b>Industry</b></p> <p>From Earth to the Stars – Space</p> <p><b>Bold Brave Women across the world</b></p> <p><b>Fieldwork &amp; Data</b></p> <p><b>Sustainability – Human – Natural Resources</b></p> <p><b>Physical Features</b></p>	<p>'What happened to the Indus Civilisation?'</p> <p><b>Location – North America</b></p> <p><b>People &amp; Communities</b></p> <p>'The Geography of the Olympics'</p> <p><b>Fieldwork &amp; Data</b></p> <p><b>Climate &amp; Physical Sustainability – Human – Natural Resources</b></p>

# Use of vocabulary & Communication

Use simple geographical vocabulary including those for physical and human features e.g. beach, street, city, house bridge

## Communication

Make oral descriptions from simple observations. Communicate verbally and through drama, pictures, sketches and maps.

### Children aged 3 and 4 will be learning to:

- 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

Use simple geographical vocabulary in context including those for physical and human features and e.g. seasons, weather, features of a town (church, street, road, building. Talk about an area.

## Communication

Communicate verbally and through drama, pictures, sketches and maps. Begin the use of technology to communicate, voice recorders, cameras and computers.

Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where.

Develop geographical vocabulary e.g. hill, mountain, river, north, south.

## Communication

Begin the use of technology to communicate, voice recorders, cameras and computers.

Express own opinions: describe features and places.

Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols

Language of routes and maps e.g. N, S, E, W. contours, symbols, distance

## Communication

Express own opinions: describe features and places.

Start to communicate in writing, expanding through a range of genres.

Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.

Communicate geographical information through a range of methods including the use of ICT

Continue to develop geographical vocabulary e.g. clouds, rainfall, human and physical environment.

## Communication

Describe and offer explanations and reasons.

Consider and explain own and others views about topical issues.

Express their opinions on environmental issues and recognise that other people may think differently.

Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations

Use precise geographical vocabulary e.g. erosion, deposition, urban, rural, tributary, sustainability.

## Communication

Recognise and describe patterns.

Suggest plausible conclusions, decisions

Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.

Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical

Be able to describe and start to explain geographical processes using the correct terminology.

## Communication

Describe and explain processes e.g. features caused by river erosion and possible extrapolation Suggest plausible conclusions, decisions

Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.

Communicate geographical information using a wide range of methods including writing at increasing length

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	<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>•talk about members of their immediate family and community</li> <li>•draw information from a simple map</li> </ul>					information.	

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# Core Vocabulary

<p>street left teacher right caretaker forwards Head Teacher school backwards cleaner church above Police Officer fireman zebra crossing under</p> <p>doctor traffic lights tunnel</p> <p>dentist bridge roundabout field house library street animals beach building city countryside desert England farm festivals flag forest globe hill house journey lake land language local map Widnes mountain park path</p>	<p>Autumn building beach capital city castle church city cloud clothes cliff coast cold compass country countryside desert equator farm forest freezing frosty ground hot island local area map misty month office place people rain route season shop snow spring street summer sunshine symbol temperature The months of the year</p>	<p>Adapt Ariel view atlas beach cliff compass continent diagram desert east England environment Europe facilities farm forest globe habitat hill human island Ireland landscape local area location man-made maps north office people photograph physical population port route Scotland Seaside sea soil south town United Kingdom village Wales west wildlife</p>	<p>atlases capital cities climate zones compass contents destination east environment South America Mexico Guatemala, Belize, El Salvador Honduras Oceans European countries famous volcanoes human features index Italy landscape land use Liverpool locality map index Mediterranean mountain range Northern Hemisphere Ordnance Survey settlement physical feature precipitation region season south east south west symbols temperature trade tropical volcano weather station west wilderness</p>	<p>Aerial photograph aftershock ash cloud atlas avalanche British Isles cities compass – 8 points locality dormant earthquake economic activity Egypt eruption European Union globe Great Britain human features island key maps measure Ordnance Survey physical features rainfall survey symbols topographical features trade links United Kingdom villages 4 figure-grid references warm humid coastal evaporation precipitation condensation hemisphere productivity natural resources man-made materials</p>	<p>Aerial photograph Argentina Amazon River climate countries distance economical features Europe Greek Isles fieldwork graph human features itinerary journey land use locality maps mountain regions Ordnance Survey physical features river bank sketches source South America symbols Wales water water cycle 4 figure-grid references 8-point compass deposition transportation confluence mouth source products continent sub-continent development irrigation ground water tourist</p>	<p>aerial photographs Antarctic circle Arctic Circle biomes climate zones distribution energy food Greece human features Lake District locality measurements minerals North America data national resources Ordnance Survey physical features scale symbols settlements time zones Tropics: Cancer &amp; Capricorn vegetation belts water 6 figure grid References Arctic Antarctic renewable population biomes vegetation belts climate zones conservation pollution export import tropical equatorial subterranean location</p>
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<p>people place pond rainforest river road sea seasons shop town Canal Theatre water weather wildlife wood world</p>	<p>thunderstorm town United Kingdom valley vegetation village warm weather weather chart wind windy winter London Widnes wind snow rain hail fog wet dry hot cold wide narrow farm globe journey travel long short car bus sea ocean beach field aeroplane flight</p>	<p>England Scotland Wales Northern Ireland Eire Semi-drenched Larger London Edinburgh Dublin Cardiff Belfast terraced smaller desert cliff hill river vegetation harbour Equator North Pole South Pole Irish Sea North Sea English Channel local distant address behind ocean coast mountain valley seasonal factory Jungle Rainforest tropical</p>	<p>4 figure-grid References mountain weathering erosion [within weathering] port harbour factory office industry compass North West climate zone settlement community landscape relief map political map cliff ocean fieldwork sketch North East polar longitude valley vegetation soil peat loam clay lake transport [carry] diagram weather equator latitude</p>	<p>hemisphere tropical polar trade valley contour height hydroponics allotment distribution import export native/ indigenous sustainable weathering/erosion inland natural disaster ox-bow lake spring [water] greenhouse intensive farming arable farming market mixed farming organic farming distance scale satellite settlement patterns urban/ rural Rome Pompeii Chester</p>	<p>contours flood plain meander surface sea level grid reference terrain features contour lines natural population precipitation condensation industry scale [maps] climate/ weather climate zones tributary vegetation belts river delta ox-bow lake grid reference landscape water cycle arid evaporation settlement</p>	<p>minutes[location] magma naturalised indigenous immigrant survey questionnaire latitude longitude Greenwich/Prime Meridian Time zone Northern hemisphere Southern hemisphere Tropic of Capricorn Tropic of Cancer Equator latitude longitude deforestation</p>
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<b>Challenging Vocabulary</b>	country environment landmarks local area school grounds sustainable United Kingdom locate	detached house factory locality semi-detached house terraced house	aerial photographs diverse facilities locality longest/shortest routes using maps sources vegetation weather predictions	destination largest seas around Europe mode of transport	accurate measurements different views environmental issues Home counties of London	damage environment future improve 6 figure grid references	canals that link continents human activity latitude longitude population meridian sustainable development migrate disperse sustainability natural disaster natural resources canopy [trees] Ordnance Survey distance scale grid reference symbols urban rural land use congestion pollution tectonic plates

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Mapping Vocabulary	beach brochure celebrate children Christmas compare countries daily life different drink Easter England famous features festivals find flag food globe ingredients live map people photograph rainforest similar village visit world	atlas compass continents countries directions Dublin east England globe Ireland map north North Pole oceans Scotland south South Pole United Kingdom Wales west	atlas compass continents countries directions east England globe Ireland map north North Pole oceans Scotland south South Pole United Kingdom Wales west	compass Equator hemisphere Northern hemisphere Ordnance Survey Symbol	compass points east keys north north east north west Ordnance Survey Maps south south east south west symbols west 4 figure grid references.	aerial photographs Equator Greenwich meridian grid reference hemisphere latitude longitude Ordnance Survey symbol time zones Tropic of Capricorn Tropic of Cancer	aerial photograph Greenwich Meridian grid reference hemisphere latitude longitude Ordnance Survey symbol time zones

## Map Skills - Geographical Skills and Fieldwork

	<p><b>Using maps</b> draw information from a simple map</p>	<p><b>Using maps</b> Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p><b>Map knowledge</b> Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p><b>Making maps</b> Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features</p>	<p><b>Using maps</b> Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><b>Map knowledge</b> Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p> <p><b>Making maps</b> Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key</p>	<p><b>Using maps</b> Follow a route on a map with some accuracy</p> <p>Locate places using a range of maps including OS &amp; digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map.</p> <p><b>Map knowledge</b> Locate the UK on a variety of different scale maps Name &amp; locate the counties and cities of the UK</p> <p><b>Making maps</b> Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key</p>	<p><b>Using maps</b> Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><b>Map knowledge</b> Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities</p> <p><b>Making maps</b> Recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p>Draw a sketch map from a high viewpoint</p>	<p><b>Using maps</b> Compare maps with aerial photographs Select a map for a specific purpose</p> <p>Begin to use atlases to find out other information (e.g. temperature)</p> <p>Find and recognise places on maps of different scales</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><b>Map knowledge</b> Locate the world's countries, focus on North &amp; South America Identify the position and significance of lines of longitude &amp; latitude</p> <p><b>Making maps</b> Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly</p>	<p><b>Using maps</b> Follow a short route on a OS map Describe the features shown on an OS map</p> <p>Use atlases to find out data about other places</p> <p>Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps</p> <p><b>Map knowledge</b> Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p><b>Making maps</b> Draw plans of increasing complexity Begin to use and recognise atlas symbols</p>
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# Knowledge

<p>Name and locate the world's seven continents and five oceans.</p> <p>Locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.</p> <p>Identify seasonal and daily weather in the UK.</p>	<p>Understand geographical similarities and differences through studying human and physical geography of the UK and a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Identify hot and cold areas of the world in relation to the equator, north and south poles.</p>	<p>Can locate world's countries (Europe, Russia, North and South America etc.) and can identify key physical and human characteristics.</p> <p>Name and locate counties and cities of the UK, geographical regions and identify key characteristics.</p> <p>Describe key physical features, river, mountain, beach etc. and key human features e.g. city, harbour, industry</p>	<p>Understand geographical similarities and differences through the study of human and physical geography.</p> <p>Can locate world's countries (Europe, Russia, North and South America etc.) and can identify key physical and human characteristics.</p>	<p>Identify the position and significance of latitude, longitude, Equator and key geographical terms.</p>	<p>Question and challenge stereotypes, unfair distribution of resources, opportunity and wealth.</p> <p>Consider, connect and analyse different viewpoints, perspectives and approaches to aid decision making.</p> <p>Can describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts, rivers etc.) and human geography (types of settlement, land use, economic activity, distribution of natural resources etc.).</p>
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## Enquiry and Investigation – Geographical Skills

**Exploring and Developing Ideas**  
**People and communities:** • Children talk about past and present events in their own lives and in the lives of family members  
 • They know that other children do not always enjoy the same things, and are sensitive to this  
 They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:**  
 Children know about similarities and differences in relation to places, objects, materials and living things  
 They talk about the features of their own immediate environment and how environments might vary from one another  
 They make observations of animals and plants and explain why some things occur, and talk about changes.

- recognise some similarities and differences between

Ask and answer simple geographical questions.

Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.

Say what they like about their locality. Sort things they like and don't. Answer some questions using books, the internet, atlases.

Answer questions about the weather.  
 Keep a weather chart.

**Greater Depth**  
 Answer questions using a weather chart  
 Make plausible predictions about what the weather may be like.

Ask and answer simple geographical questions when investigating different places, and environments.

Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.

Label a photograph using some geographical words.  
 Find out about a locality using different sources.

Find out about a locality by asking someone questions.

**Greater Depth**  
 Make inferences by looking at a weather chart  
 Make plausible predictions about what the weather may be like in different parts of the world.

Ask and answer more searching geographical questions when investigating different places, events that happened there and environments.

Identify similarities, differences and patterns when comparing places and features.

Identify key features of a locality by using a map.  
 Accurately plot NSEW on a map.

Find the same place on a globe and a map.

**Greater Depth**  
 Work out how long it would take to get to a place taking into account the mode of transport.

Ask and respond to more searching geographical questions including 'how?' and 'why?'

Identify and describe similarities, differences and patterns when investigating different places, environments and people.  
 Find the same place on a globe and an atlas.

Carry out a survey to discover features of cities (Liverpool, Chester or Manchester and villages.)  
 Plan a journey to a place in the UK make accurate measurement of distances within 100km.

**Greater Depth**  
 Give accurate measurements between 2 given places within the UK.

Ask and respond to questions that are more causal e.g. Why is that happening in that place?  
 Could it happen here?

Recognise geographical issues affecting people in different places and environments.

Collect information about a place and use it in a text.  
 Find possible answers to their own questions.

**Greater Depth**  
 Define geographical questions to guide research

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?

Make predictions and test simple hypotheses about people, places and geographical issues.  
 Confidently explain scale and use maps with a range of scales.  
 Use maps, aerial photos, plans and web resources to describe what a locality might be like.

Choose the best way to collect information.

**Greater Depth**  
 Use a range of self-selected resources to answer questions.

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	life in this country and life in other countries						

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## Locational Knowledge

- explore the natural world around them
- 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

Learn names of countries within the United Kingdom. Learn names of cities and surrounding seas in the United Kingdom.

Begin to match boundaries (e.g. find same boundary of a country on different scale maps.) of the UK

Begin to spatially match places e.g. recognise UK on a small scale and larger scale map.

Locate and name on UK map major features e.g. London, River Thames, home location seas.

Name and locate the worlds' seven continents and five oceans  
Begin to match boundaries (e.g. find same boundary of a country on different scale maps.) around the world

Name and locate states and main cities of North America concentrating on environmental regions, key physical and human characteristics, countries and major cities  
Locate places on larger scale maps and identify where equator, Northern and Southern Hemisphere are in relation to South America. Arctic Circle.

Name and locate states and main cities of South America and Europe concentrating on environmental regions, key physical and human characteristics, countries and major cities  
Identify the Equator, Northern Hemisphere, Southern Hemisphere and the countries that lie within them

Use maps to name and locate counties and cities of UK. Identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them.  
Identify key human and physical characteristics of the UK and how they have changed over time.  
Identify land use patterns of the UK  
Discuss and identify time zones across the world.  
Locate and identify key human and physical characteristics of the UK.  
Identify key topographical features of the

Use maps to name and locate countries and cities of Europe and the United Kingdom.

Use longitude on atlas maps and globes to identify Prime/Greenwich Meridian and time zones.  
Identify UK in the Northern Hemisphere.

Use lines of latitude to identify the Equator, Tropics of Cancer and Capricorn and the Antarctic Circle.



**St. Gerard's Catholic Primary & Nursery School  
Geography Progression Document 2023-2024**

	Foundation	KS1		Lower KS2		UPPER KS2	
	EYFS -	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						UK (egg. Hills, mountains, coasts and rivers)	

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Geography Progression Document 2023-2024**

St. Gerard's Catholic Primary & Nursery School Geography Progression Document 2023-2024							
<b>Place Knowledge</b>	Foundation	KS1		Lower KS2		UPPER KS2	
	EYFS -	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Identify and describe where places are in the UK.</p> <p>Make simple comparisons between features of different places.</p>	<p>Identify and describe where places are around the world.</p> <p>Recognise how places are linked to other places in the world.</p> <p>Compare and contrast a small area of the United Kingdom with a small area in a non-European country.</p>	<p>Study of human and physical geography of a region in South America (Mayan regions).</p> <p>Study of human and physical geography in Polar regions.</p> <p>Begin to identify significant places and environments.</p> <p>Identify and describe where places are around the world.</p> <p>Compare and contrast areas within South and Mid America.</p>	<p>Study of human and physical geography of a region in South America (Mexico and Brazil)</p> <p>Begin to identify significant places and environments</p> <p>Identify and describe where places are around the world</p>	<p>Study of human and physical geography of a region of the United Kingdom (Anglo Saxon and Viking areas of prominence – Kent, Orkney Isles, Isle of Man, North West)</p> <p>Study of Greece and Ancient Greece.</p> <p>Identify significant places and environments.</p> <p>Identify and describe where places are around the world.</p> <p>Compare and contrast areas within the UK.</p>	<p>Study of human and physical geography of a region in a European country – Germany, France, Belgium. Study of human and physical geography in Antarctica.</p> <p>Identify and describe where places are around the world.</p> <p>Confidently identify significant places and environments.</p> <p>Compare and contrast areas within other European countries (Not UK) comparing regions.</p>

# Human & Physical Geography

<p>Name key features of a town or village: including: beach, cliff, coast, sea, etc. for physical features. including: city, town, port, factory, farm etc. for human features.</p> <p>Recognise human and physical features in the local area</p> <p>Recognise how places have become the way they are and how they continue to change. Tell someone their address. Explain the main features of a hot or cold place.</p> <p>Explain how the weather changes with each season. <b>Human:</b> Begin to explain why they would wear different clothes at different times. Tell something about the people who live in hot or cold countries. Name different jobs that people</p>	<p>Use geographical vocabulary as year one and including: forest, vegetation, ocean, weather etc. city, town, harbour, port, factory, farm for human features to describe their own locality. <b>Recognise</b> human and physical features of non-European countries studied identify hot and cold areas of the world in relation to the equator and the North and South Poles. <b>Explain</b> what makes a locality special. Describe some places not near school and a place outside of Europe using geographical words. <b>Describe</b> features of an island. <b>Human:</b> Describe human features of locality such as jobs people do in locality compared to other parts of world. Explain how some people spoil the area.</p>	<p>Use appropriate geographical vocabulary related to the topic.</p> <p>Locate the key human and physical characteristics of North America Identify and learn about volcanoes and earthquakes. Confidently describe physical features in a locality. Recognise 8 points of the compass (N, NW, W, S, SW, SE, E, NE) Explain why a locality has certain physical features. Describe how earthquakes are created. <b>Human:</b> Describe and explain why a locality has certain human features. Explain how people's lives vary due to weather.</p>	<p>Use appropriate geographical vocabulary related to the topic. Recognise how and why people may seek to manage environments sustainably. Recognise and describe biomes and vegetation belts around the world. To learn about distribution of natural resources including energy. Recognise how people can improve an environment or destroy it. Locate an area that is a popular destination and explain why. Describe the features of a well-known city. (Chester or Liverpool) Describe features of a village. And the difference between a village and city. Explain how a locality has changed over time with reference to physical features. <b>Human:</b> Explain why people are attracted to live in cities. Explain why people choose to live a village.</p>	<p>Use appropriate geographical vocabulary related to the topic</p> <p>Recognise and describe key rivers and around the world Understand the water cycle To learn about settlements and environmental impact. Explain physical processes – egg how mountains are formed. Explain how a location fits into its wider geographical location and refer to physical, human and economical features. <b>Human:</b> Explain what a place might be like in the future taking into account issues impacting on human features. Report on ways humans have improved and damaged the environment.</p>	<p>Use appropriate geographical vocabulary related to the topic</p> <p>Recognise and describe key features around the world Investigate how decisions about places and environments affect the future quality of people's lives. Recognise and describe biomes and vegetation belts around the world. To learn about distribution of natural resources including energy. To learn about trade links between countries. Describe how some places are similar and some are different in relation to their human features. Explain why many cities around the world are situated by rivers. Plan a journey around the world that takes account time zones. <b>Human:</b> Map land use with own criteria.</p>
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	Foundation	KS1		Lower KS2		UPPER KS2	
	EYFS -	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		living in their area might do.	And some people make it better. Explain what facilities a town might need.		Find different views about an environmental issue. Suggest ways a locality could be changed and improved.		Explain why people are attracted to live by rivers.  Explain how geographical features affect economic activity. Explain how human activity has caused the environment to change.

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# Fieldwork

Observe and describe daily weather patterns.

Use simple fieldwork and observational skills when studying the geography of their school and its grounds

Identify seasonal and daily weather patterns.

Develop simple fieldwork and observational skills when studying the geography of their school and local environment

Observe, record, and name geographical features in their local environments.

Analyse evidence and draw conclusions using photos, pictures, temperatures and location.

Observe, record, and explain physical and human features of the environment.

Analyse evidence, make comparisons and draw conclusions using photos, pictures, temperatures and location.

Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.

Use sketches as evidence in an investigation in the local area.

Collect and record evidence unaided.

Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings comparing land use, looking for patterns and explain reasons behind it.

## Fieldwork & Collecting & Recording Data

<p>Draw simple features they observe. Use a camera in the field with help to record what they have seen. Experience simple plan views and simple drawings. Carry out simple teacher led investigations such as identifying types of buildings in their locality.</p>	<p>Make simple observations about key human and physical features, simple sketches and digital technologies Complete fieldwork in the school locality, e.g. create a chart, record information on a school plan. Begin to collect and record evidence with support. Investigate similarities and differences of local habitats. Gather data about specific habitats. Join Labels to correct features on plans maps and photographs. Experience simple plan views.</p>	<p>Carry out a simple questionnaire or use pre-determined questions to help collect and record. Use simple equipment and instruments to measure and record e.g. weather equipment. Make a map of a short route experienced with features in correct order. Start to draw plan views.</p>	<p>Use simple equipment and instruments to measure and record e.g. weather equipment. Use a variety of sources to express views about school.  Begin to draw thematic maps based on their own data and sketch maps from a high point.</p>	<p>Develop field sketching skills complete with annotation.  Use recordings for their investigations.  Draw a plan view with some accuracy.  Use a database to interrogate and amend data collected Make a map of a short route experienced with features in correct order.  Draw a variety of thematic maps based on their own data Select a range of measuring instruments.</p>	<p>Carry out a fieldwork survey and present results e.g. graphs, maps.  Draw own detailed sketch maps and field sketches with key and annotations of pattern, process and change  Analyse field data through graphing etc.  Draw a variety of thematic maps based on their own data.  Begin to draw plans of increasing complexity.</p>
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Key term	Definition
<b>Biome</b>	A large community of plants and animals found in areas of the world with similar soils and climates, such as the tropical rainforest
<b>Climate zone</b>	This is a large area with a similar climate. The day-to-day weather patterns are averaged over a long period of time (many years) to arrive at the climate. There are three major climate zones: the tropical climate is hot; the polar climate is cold; and the temperate climate is neither very hot nor very cold.
<b>Fieldwork</b>	All work beyond the immediate classroom environment, from the school corridor, school grounds and immediate surroundings to further afield.
<b>Geographical Information System (GIS)</b>	A way of representing digital data that enables layers of information to be added to a simple base map
<b>Geographical skills</b>	Map work, using atlases and globes, visual communication using images and a focus on enquiry questions, are some of the skills that are central to good primary practice.
<b>Human geography</b>	The study of the different features of the Earth's surface created by people. Such features include buildings, cities, transport routes, trade and countries.
<b>Latitude and longitude</b>	<p>These are imaginary lines used to show position on the Earth's surface.</p> <p>Lines of latitude are parallel to the Equator – they never meet. They are numbered from 0° at the Equator going north or south to 90° at the Poles. The key lines of latitude are the Equator, which divides the world into two hemispheres – north and south; the Tropic of Cancer at 23.5° north of the Equator; the Tropic of Capricorn at 23.5° south of the Equator; the Arctic Circle 66.5° north; the Antarctic Circle 66.5° south.</p> <p>Lines of longitude are of equal length and go from Pole to Pole. They are numbered from 0° at the Prime Meridian (which goes through Greenwich, in London) east or west until they meet at 180° on the International Date Line, which runs through the Pacific Ocean</p>
<b>Local area</b>	A small area that often loosely corresponds with the school catchment area
<b>Locational awareness</b>	The ability to recognise and locate different places around the world, such as countries, cities, rivers and mountains
<b>Physical geography</b>	The study of the physical and natural components on or at the Earth's surface including rocks, soils, natural resources, oceans, mountains, rivers, climate, vegetation and animals apart from human beings.
<b>Plan perspectives</b>	Plans are usually drawn from above and represent smaller areas than maps
<b>Processes.</b>	Physical processes occur in the natural environment such as erosion or the wearing away of a riverbank by a river. Human processes occur in the human environment as a result of people's actions, e.g. migration – the movement of people from one place to another; trade – the movement of goods from one place to another.

<b>Quantitative skills</b>	Ways of representing and interpreting data in tables, charts, diagrams and other interpretative methods.
<b>Region</b>	Regions vary in size but are viewed in curriculum terms as larger than the local area, but smaller than a country (e.g. the Alps).
<b>Settlement</b>	A place where people live. These vary in size – from hamlet to village, town, city – and function, e.g. a seaside town, an industrial town.
<b>Spatial variations</b>	Differences between places such as landscape, climate, housing and settlement patterns.

<b>Year</b>	<b>Topic Name</b>		<b>Related Themes</b>					
N	<p><b>'Once Upon a Time</b> (Understanding the World and Personal Social and Emotion Development Focus)</p> <p><b>Let's Celebrate</b> (Understanding the World &amp; Expressive Arts &amp; Design)</p> <p><b>Spring Has Sprung</b> (PSED Focus)</p> <p><b>Old McDonald Had a Farm</b> (Understanding the World Focus)</p> <p><b>Transport</b> (Communication &amp; Language Focus)</p> <p><b>Seaside &amp; Holidays</b> (Communication &amp; Language/Understanding the World Focus)</p>	Our Street	Local Area	Contrasting localities	UK & non-European	Our town	Transport & Weather	Coasts
R	<p><b>My World, Your World</b> (Understanding the World and Personal Social and Emotion Development Focus)</p> <p><b>Festivals and Celebrations</b> (Understanding the World &amp; Expressive Arts &amp; Design)</p>	Our Street	Local Area	Contrasting localities	UK & non-European	Our town	Transport & Weather	Coasts



	<p><b>The Skies Above My Eyes</b> (PSED Focus) <b>The Tiny Seed</b> (Understanding the World Focus)</p> <p><b>Wheels in Motion</b> (Communication &amp; Language Focus)</p> <p><b>Sea, Shells and Sunshine</b> (Communication &amp; Language/Understanding the World Focus)</p>							
1	<p><b>Fire – Fire London's Burning</b> (PSHE, History and Design Technology Focus)</p> <p><b>Toys</b> (History and PSHE focus)</p> <p><b>My Place in the World</b> (Geography focus)</p> <p><b>Seasons Come, Seasons Go</b> (Science focus)</p> <p><b>Sporting Heroes – Olympics</b> (PE &amp; PSHE focus)</p>	Our town	Weather	Water/Rivers/Oceans	Coasts	UK	Non-European	Climate Zone
2	<p><b>Back in the 1800's</b> (PSHE and History Focus)</p> <p><b>Exploring our Wonderful World</b> (Geography/PSHE focus)</p> <p><b>National Treasures</b> (Science focus)</p> <p><b>Inspirational Sporting Personalities</b> (PE &amp; PSHE focus)</p>	Contrasting localities	Economic activity/Trade	UK & Non-European	Continents	Physical features & Settlements	Weather Tourism Water Cycle	Climate & Land Use

3	<p><b>'All are Equal' – (Discrimination and Equality)</b></p> <p><b>The Mayans – (Geographical and Historical Enquiry)</b></p> <p><b>How did Early Humans live?' – (History and Historical Enquiry)</b></p> <p><b>'Extreme Weather' – Geographical</b></p> <p><b>How to train for the Olympics in extreme environments' – (Geographical)</b></p>	Settlement & Land Use	Climate & Rainforest	Rivers, Coasts	Non-European	Natural Disasters	Mountains & Volcanos Water Cycle	Physical Features
4	<p><b>Let Freedom Ring! (PSHE and History Focus)</b></p> <p><b>Myths Around the World (Geography Focus)</b></p> <p><b>The Rotten Romans (History/ Art &amp; Design and Technology Focus)</b></p> <p><b>Warriors Who Invaded Britain (Anglo-Saxons) (History Focus)</b></p> <p><b>The Road to Paris (History/Physical Education Focus)</b></p>	Economic activity/ Trade	Lifestyle /Culture	Land UK	Settlements	Tourism	Uk, Non-European and European	Sustainability & resourcing
5	<p><b>Conflict and Resolution (History/Art focus)</b></p> <p><b>Vikings (Art/DT/Geography focus)</b></p> <p><b>Earth and Space</b></p>	Lifestyle/ Culture	Settlements	Our Planet  Physical Features	Biomes	Land/Trade Use	Natural Disasters  Sustainability	European Economic Trade

	<p><b>(English/Science/History and Geography focus)</b></p> <p><b>Ancient Egyptians</b> (Art/History/Geography focus)</p> <p><b>Bold, Brave Woman Across the World</b> (PSHE/PE/English focus)</p>							
6	<p><b>World War II – Heroes and Villains and the Windrush Generation</b> (English, History and Art Focus)</p> <p><b>Extreme Explorers - Ernest Shackleton</b> (English, Geography focus – Physical Geography)</p> <p><b>What happened to the Indus Valley?</b> (History and Art focus)</p> <p><b>The Geography of the Olympics</b> (PE, Geography and Art focus)</p>	Transport	Contrasting Localities	Biomes	Climate & Water Cycle	Mountains	Non-European & Economic activity	Contrasting Localities / Trade