



Geography Progression Maps

Reception Geography Progression Map

Autumn Term	Spring Term	Summer Term
<p>Through play and exploration children will:</p> <p>Name and locate different parts of the local community- exploring and playing with a range of small world environments such as farm, airport, train set etc</p> <p>Use the local area to explore both the built and natural environment through a walk to the park.</p> <p>Ask questions about the place they live</p> <p>Look at photographs, simple maps and visit local places- use photographs, paintings, models to create simple maps.</p> <p>Follow and give simple directions- taking teddy on a walk around classroom.</p> <p>Make observations of different types of weather linked to Autumn/ Winter</p> <p>Begin to use geographical language when talking about places, directions and weather.</p>	<p>Through play and exploration children will:</p> <p>Name and locate different parts of the local community- exploring and playing with a range of small world environments such as farm, airport, train set etc</p> <p>Use the local area to explore both the built and natural environment through a walk to the park.</p> <p>Ask questions about the place they live.</p> <p>Look at aerial photographs, simple maps and visit local places.</p> <p>Take photographs of features of places and create simple photo journeys.</p> <p>Follow and give simple directions- taking teddy on a walk around classroom.</p> <p>Make observations of different types of weather linked to Winter/ Spring.</p> <p>Begin to use geographical language when talking about places, directions and weather.</p>	<p>Through play and exploration children will:</p> <p>Look at environments from different viewpoints (birds eye /ants-eye-view) in worlds that have been created using small world equipment.</p> <p>Explore difference between two views from Gingerbread Man's postcards from around the world.</p> <p>Make observations of different types of weather linked to Spring/ Summer.</p> <p>Draw large maps, make models, take photographs of area around setting.</p> <p>Use geographical vocabulary to explain routes to places of local interest.</p>

Year One Geography Progression Map

Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><u>What Can I Find in my Corner of the World?</u></p> <p>Children will /find out about: What would be seen if children could fly over our local area? Use simple maps with photographs of features Use compass to find orientation of features. Follow directions of a simple route. Identify features which can be added to a map i.e. street furniture Use simple tally charts to record features which can be seen in local area Observe the local area and collect information about traffic, shops, play areas, litter</p>	<p style="text-align: center;"><u>What is my place like?</u></p> <p>Children will: Observe the world from space using Google Earth. Find the UK and observe the aerial view as zooming in. Discuss physical and human features which can be seen on a map. Find the way around school using a simple map. Explore distance and directions using simple maps. Observation and fieldwork skills developed through task of what we can find in our playground. Observe and collect information linked to different types of weather over time. Use appropriate vocabulary linked to the geographical theme being explored</p>	<p style="text-align: center;"><u>What is our country like?</u></p> <p>Children will: Find the location of the UK on globes and maps. Develop knowledge of the names of the countries of the UK and their capital cities. Locate countries and cities of the UK on maps- identify features of a useful map. Develop knowledge of key physical features of the UK and surrounding seas. Use vocabulary such as: hills, valleys, coast, cities, lakes, Use UK weather map showing detail of the weather and how it differs in different places Collect weather data from the school grounds. Know about the countries of the UK and their capitals and their geographical characteristics. What can be seen on a journey North ?- developing knowledge of direction and use of maps.</p>

Year Two Geography Progression Map

Autumn Term	Spring Term	Summer Term
<p><u>What might we find in and around Consett?</u></p> <p>Children will be involved in: Using maps and photographs to identify physical and human features of a place. Making simple sketch maps and using OS maps to look at symbols to show features of a locality. Recap where Consett is in relation to other parts of the UK. Identifying features a visitor would see when visiting Consett.</p> <p><u>Destination Nepal- What will we see?</u></p> <p>Identifying where in the world Nepal is. Using simple atlases to find continent of Asia and main countries. Look at the main features of Nepal- focus Looking at mountains and features of Nepal</p> <p><u>Where are some of the world's amazing places?</u></p> <p>Using photographs of major landmarks- both human and physical, from each continent, to describe and discuss features and find their places in the world.</p>	<p><u>Wherever Next</u></p> <p>Children will: Identify key features of different climate zones. Explore different types of weather in the UK and other climate zones within the world. Explore and name the coldest places on Earth-South Pole, Antarctica, North Pole- explore on maps and identify features of these places. Compare position of school to position of Halley VI. Identify continents and weather systems on the way to Halley VI. Identify key features and the location of the equatorial region. Find the equator on world maps and identify oceans seas and continents that the equator passes through. Look at the impact of living near the equator- temperature, rainfall, clothing, homes and food. Do we live in hot or a cold place? Local fieldwork activities linked to weather where we live.</p>	<p><u>Oceans and Seas</u></p> <p>Children will: Name the continents. Name and locate the oceans of the world. Observe on globes how much of the world is made up with oceans and seas. Identify the difference between land and seas on maps and globes. Find out about major rivers in each continent. Recall the names of continents and make simple maps of them. Identify major countries within continents. Explore what an island is- identify the key features of an island such as Coll. Explore how people travel to Coll, types of jobs, physical and human features of Coll. Compare Coll to St Lucia- where in the world is St Lucia? What the weather is like, jobs people do, physical and human features of the island. Use a range of sources to find out about islands.</p>