

Geography Long Term Plan – Progression of Knowledge and Skills

Red – Autumn Term Blue – Spring Term Green - Summer term

Skill	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Location and Place Knowledge	<p>Understand that we live in this country and that there are other countries in the world where our family may live / visit on holiday</p>	<p>Understand that the local community includes the school and their home (A1.) Find (with support) locations discussed in stories on a globe or map – The UK, South Pole Japan</p> <p>Know where their home is in relation to their school</p> <p>Begin to consider where different habitats may be located</p>	<p>Locate Sale Moor and where I live</p> <p>Name and locate the four countries of the UK.</p> <p>Name and locate the four capital cities and describe their features.</p> <p>Locate and name the seven continents.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Locate Sale and nearby cities. (Manchester)</p> <p>Name and locate the surrounding seas of the UK.</p> <p>Know the location of a country in relation to another country.</p> <p>Know the location of an ocean or a sea in relation to a country or continent.</p>	<p>Name and locate a wider range of places in their locality, the UK and wider world.</p> <p>*Spring</p>	<p>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.</p> <p>* spring *Summer</p>	<p>Name and locate an increasing range of places in the world including globally and topically significant features and events.</p>	<p>Name and locate an extensive range of places in the world including globally and topically significant features and events – (South America and the Amazon)</p>
Human and Physical Geography	<p>Begin to use Geographical language - countries that the children may be from</p>	<p>Begin to use Geographical vocabulary - town, hill, street, shops, police station. (A 1 funnybones)</p> <p>Park, shops, canal, garage, road, pavement, flats, church, churchyard, playground – (SP1. On the way home</p> <p>(The Train Ride SP2) Countryside, seaside, town, hill, meadow, farm</p> <p>Use vocabulary to describe habitats - woodland, beach, rainforest</p>	<p>Recognise and recall physical and human features.</p> <p>Non-Negotiable for Y1 – HF- city, town, village, factory, farm, house, office, port, harbour, school, shop, train station, road, tube station, bridge, and canal</p> <p>PF – island, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather and waterfall.</p> <p>Describe my locality using geographical features.</p> <p>In the context of the four capital cities</p>	<p>Define and sort physical and human features.</p> <p>*spring *Summer</p> <p>Make observations about features that give places character.</p> <p>*Spring *Summer</p>	<p>Use Geographical language to describe some aspects of human and physical patterns</p> <p>Make observations about places and features that change over time</p>	<p>Use geographical language to identify and explain some aspects of human and physical features and pattern</p> <p>FWW Describe how features and places change and the links between people and the environment</p>	<p>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</p> <p>*spring *Summer</p> <p>Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</p> <p>*Spring</p>	<p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Explain some links and interactions between people, places and environments.</p> <p>*Spring</p>

		To know some difference between town and country	Recall physical and human features. (as above) Identify and begin to classify features on an aerial view and map.					
Geographical skills: Enquiry and Investigation	Explore where animals in the zoo may be from. What is there natural habitat like compare to where we live?	Ask and answer questions when comparing environments - A2 Lost and Found Don't Dawdle Dorothy On the way Home The Train Ride Town and Country Mouse	Ask and answer simple Geographical questions using basic geographical vocabulary. *Spring and Summer Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Ask and answer simple geographical questions when investigating different places and environments *spring Describe similarities, differences * Spring Identify the features of the four countries. Understand & describe geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom *Summer	Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features	Identify and describe similarities, differences and patterns when investigating different places, environments and people. Ask and respond to more searching geographical questions including 'how?' and 'why?'*spring	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? *spring Recognise geographical issues affecting people in different places and environments. *spring *Summer	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? *Spring Make predictions and test simple hypotheses about people, places and geographical issues.
Geography skills: Fieldwork	Autumn walk and collect natural objects. Compare how materials change on a winter walk Visit a zoo and make observation on animal habitats	Complete a tour of the school and discuss where things are Make observations of significant features on their journey to school	Observe and describe daily weather patterns – throughout the year. Identify seasonal and daily weather patterns Use simple fieldwork and observational skills when studying the geography of their school and its grounds. Trees in the school grounds in Science.	Develop fieldwork skills in relation to studying their local environment.	Observe, record, and name geographical features in their local environments.	Observe, record, and explain physical and human features of the environment	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. *Spring	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
Geographical Skills Interpret a range of sources of	Look at photos of where we've been on holiday and how it is different	Use a range of sources – simple maps, globes and photographs	Use a range of sources such as simple maps, globes, atlases and images. *Spring.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features. *Spring	Use a range of sources including digital maps, atlases, globes and satellite images to research and present	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to	Use a range of maps and other sources of geographical information and select the most appropriate for a task.	

Geographical information			Know that symbols mean something on maps. Analysing data from the pictogram. Applying geographical knowledge to the different weather.	Use simple compass directions as well as locational and directional language when describing features and routes.	geographical information. FWW – Use the eight compass points and recognise some OS symbols on a map	research geographical information. *spring Recognise OS symbols on maps and locate features using 4 figure grid references.	Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	
Geographical skills: Communicate Geographical information	Sort natural materials according to their properties. Recording evidence photographically of how natural materials change from Autumn to winter	Create models of different environments that demonstrate an understanding of their features *Summer	Use maps and other images to talk about everyday life e.g. where they live, the route they followed. *Spring *Summer Ongoing - Draw, speak or write about simple geographical concepts such as what they can see where. Record the weather (ongoing once in each season – temperature, rainfall and wind direction) Display this information in a bar chart.	Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.	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. * Spring	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. * spring	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. *spring *Summer Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. *Summer	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
Mapping Direction / Location	Select different resources on request to help navigate around the classroom Discuss locations of objects in the classroom	Place photographs of different areas of the classroom in the correct position on a map Draw a basic map of the classroom	Follow a simple route on a walk around their local area.	Describe a route using compass points.	FWW Use 4 compass points to follow / give instructions Use letter/no. coordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points *spring *Summer	Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map. Spring Summer	Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	Describe a route around the school setting and follow directions.	Draw a basic map including 3 features of their walk to school	Draw a simple map of their walk from school to Sale Moor. Draw a simple map within a story – Katie in London – map of	Draw a map of their wider environment eg using an aerial view of Sale/Manchester. Using a key to identify different features on a map.	FWW – try to make a map of a short route experienced with features in order Try to make a simple scale drawing	Make a map of a short route experienced, with features in correct order; FWW Make a simple scale drawing	Begin to draw a variety of thematic maps based on their own data.	

			London and Edinburgh.					
Representation		Use a Globe Explore Google Earth (Spring 2) Begin to use an infant atlas	Introduce to symbols eg London Underground Use own symbols on a map.	Understand some symbols found on a map. Work as a class to agree symbols to make a simple key. *Spring Begin to understand the need for a key.	Know why a key is needed. Use standard symbols FWW Begin to recognise symbols on an OS map	FWW Know why a key is needed Begin to recognise symbols on an OS map	Draw a sketch map using symbols and a key; Use/recognise OS map symbols. *Summer	
Using maps			Follow a simple route on a walk around their local area. Identify and begin to classify features on an aerial view and map.	Follow a route using compass points. Use a plan view - Google maps, Google Earth	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large-scale map	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Cambodia, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Use maps, atlases, globes and digital /computer mapping to locate countries and describe features studied
Style of maps				Google Maps to identify Sale Moor and Home. Use a globe and google maps to locate the UK. Locate the four countries and capital cities on a map of the UK. Use an infant atlas to locate the continents. Atlas Globes Google Maps Picture Maps Aerial Views	Use an infant atlas to locate the oceans and the seas Use large scale OS maps	Use junior atlases. Use map sites on internet. Use large scale OS maps Begin to Identify features on aerial/oblique photographs.	Use junior atlases. Use map sites on internet. Use large and medium scale OS maps Identify features on aerial/oblique photographs. *Spring	Use index and contents page within atlases. Use medium scale land ranger OS maps