



Geography Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>With support name and locate the world's seven continents and five oceans</p> <p>With support name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding areas.</p>	<p>Independently name and locate the world's seven continents and five oceans using globes and atlases.</p> <p>Label England, Ireland, Scotland and Wales on a map.</p>	<p>Independently locate the World's oceans Atlantic, Arctic, Pacific, Indian and Southern and plot them on a globe and world map.</p> <p>Independently locate England, Scotland and Wales on a globe, World and British Isles maps.</p> <p>Recognise that Rome was the capital of the Roman Empire and locate it on map of Europe.</p> <p>To identify forms in which water occurs in the environment (using maps of the World to locate the</p>	<p>Locate the world's countries, using maps, concentrating on environmental regions, countries and major cities.</p> <p>Locate modern Greece on a map of Europe, the World and globes.</p> <p>Identify the key environmental regions, human and physical characteristics and major cities in Greece.</p>	<p>Use a selection of world maps to identify and locate the 7 continents and 5 oceans.</p> <p>Use secondary sources such as world maps and atlases to identify lines of longitude and latitude.</p>	<p>Locate the world's countries, using maps, to focus on Europe (including Russia), concentrating on naming countries and major cities.</p> <p>Name and locate counties of the UK.</p> <p>Be able to name the capital cities and seas around countries of the E.U.</p> <p>Able to name and locate on a map of Europe the main mountain ranges.</p> <p>Identify the position and significance of latitude, longitude, Equator, hemispheres, tropics and time-zones.</p>



Geography Progression Map

			Arctic and the Antarctic circle)			
			Know and understand the term 'equator' and be able to mark on a world map.			
Place knowledge	<p>Be able to say what they like and dislike about the school and its locality or about Sunderland in general.</p> <p>Know that Sunderland was originally built around the shipping industry which was located on the River Wear.</p> <p>Be able to explain how Sunderland is different than another locality they are familiar with e.g. America</p> <p>Understand geographical similarities and</p>	<p>Observe buildings in Witherwack and record their position on a simplified map.</p> <p>Recognise how Sunderland has developed through the study of the old and new bridges.</p> <p>Identify ways in which Sunderland has developed over time.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom (Sunderland) and a</p>	<p>Name and locate geographical regions (Northumberland) and their key human and physical characteristics eg Hadrian's Wall.</p>	<p>Describe what they think Chembakoli village is like concentrating on key human and physical characteristics.</p> <p>Discuss the main similarities and differences in homes and schools in both cities and villages in Sunderland and India.</p> <p>Understand geographical similarities and differences through the study of</p>	<p>Suggest similarities and differences between the human and physical features of the castle in the past and present.</p>	<p>Understand geographical similarities and differences through a study of human and physical geography in the UK and Europe.</p>



Geography Progression Map

	<p>differences through studying the human and physical geography of Sunderland</p>	<p>small area in a contrasting non-European country. (Africa)</p> <p>Recognise how the environment may be improved and sustained by giving detailed and sensible suggestions for improvement to the school garden / building in the future (link to sustainable development)</p>		<p>geography of a European country.</p> <p>Describe and understand key aspects of human and physical geography and relate this to the region around St. Mary's island.</p>		
--	--	--	--	--	--	--



Geography Progression Map

<p>Human and physical geography</p>	<p>Use basic Geographical vocabulary to refer to key physical features of Sunderland (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop)</p> <p>Describe the weather of the day using appropriate weather terms e.g. rain, snow, sun, hail, etc</p> <p>Describe and identify by description at least 3 different weather types.</p> <p>To say how the weather changes from season to season.</p> <p>Identify at least 2 ways in which the weather has an effect</p>	<p>Use geographical vocabulary - hill, river, near, far, town, north, south, desert, beach, coast, ocean, river etc</p> <p>Use basic geographical vocabulary such as vegetation, soil etc</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <p>Recognise changes which have occurred in the environment around school by looking at the building / yards etc and share their opinions</p>	<p>Describe and understand key aspects of physical geography such as the water cycle and why it is an important cycle.</p> <p>Understand that some major rivers in England are situated near or run through a major city and to begin to understand why this is so.</p> <p>Understand that transport plays an important part, when transporting across rivers and seas to other countries from and to England.</p> <p>Understand water can be polluted in various ways and about the harmful effect of pollution on the environment.</p>	<p>Identify the main features of a coastal environment –cliffs, beach, bay, sand, rocks and tide.</p> <p>Begin to understand how these processes shape and change the coastline by transportation, erosion and deposition</p> <p>Have some understanding of headland features and stages of erosion – headland,cliff, cave,arch and stack</p>		<p>Explain the effects of natural disasters on the human and physical geography of a country and the people living there.</p>
--	---	---	--	---	--	---



Geography Progression Map

	<p>on people's lives or on the environment.</p> <p>Identify seasonal and daily weather patterns in the UK and compare with other countries eg North / South Pole and other countries in the world in relation to the equator.</p>		<p>Identify animals/people who live in a rainforest and suggest why they live there, relating location to environmental conditions (biomes).</p>			
<p>Geographical skills and fieldwork</p>	<p>To use and construct basic symbols in a key. (with support) Use simple compass directions and locational and directional language (N, S, E, W, near, far, left, right) to describe location.</p> <p>To devise a simple map of their journey</p>	<p>Devise their own simple maps following visits to Sunderland and devise simple keys and symbols. (independently)</p> <p>Independently identify and describe the main features of Sunderland with particular reference to traffic,</p>	<p>Know where North and South poles are situated on both globe and world map and to begin to describe the environment in these places.</p> <p>Locate rainforests on a World map concentrating on specific environmental regions</p>	<p>Use the eight points of a compass and four and six figure grid references, symbols and keys to develop knowledge of the wider world.</p> <p>Draw maps show locational knowledge of main human and physical</p>	<p>Know the 16 cardinal points of a compass. (NNE – SSW) four and six figure grid references, symbols and keys (including Ordnance Survey maps) to build their knowledge of the United Kingdom</p>	<p>Use the 8 points of a compass, four and six-figure grid references, symbols and keys to build their knowledge of the wider world.</p> <p>Use maps, atlases, globes and computer mapping to locate countries</p>



Geography Progression Map

	<p>to a familiar place. (with support)</p> <p>To be able to identify and describe where places are in their locality and draw them on a map</p> <p>To use simple fieldwork and observation to study the geography of the school and its grounds / surrounding environment.</p> <p>To look at pictorial maps of Sunderland and other locations and compare the features presented on them.</p> <p>With support use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To be able to make observations about</p>	<p>shops, facilities, land use etc</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Independently use aerial photographs and Google Earth to recognise landmarks and basic human and physical geographical features.</p> <p>Identify how the school garden / grounds could be improved and create plans to illustrate their ideas.</p> <p>Communicate their views pictorially and through discussion in the form of simple maps and plans including 'birds-eye views'</p>	<p>eg why they are located there they are. Understand that the Roman Empire was vast and be able to mark the Roman Empire on a map of Europe with the support of an atlas.</p>	<p>features, continent of Asia, Himalayas, main cities, etc.</p> <p>Locate modern Greece on a map of Europe, the World and globes.</p> <p>Use Google Maps to identify and record different forms of land used in and around Chembakoli and between the U.K. and India.</p>	<p>and the wider world.</p> <p>Use atlases and maps to name and locate the seas around the United Kingdom.</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied.</p> <p>Evaluate the quality of the environment and suggest possible improvements. (local area)</p> <p>Use secondary sources such as maps, digital resources, photos and brochures to compare Hylton Castle in the past and present day.</p>	<p>and describe the features studied.</p> <p>Identify the countries involved in WWII on a map of Europe.</p> <p>Identify a natural disaster using pictorial evidence.</p> <p>Use a colour key to identify countries on a European map.</p>
--	---	---	--	--	---	--



Geography Progression Map

	<p>where the school is located. (or place knowledge)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans.</p> <p>Record a simple journey through pictures.</p> <p>With support use maps and plans to follow a simple route.</p> <p>Begin to ask geographical questions.</p>	<p>Independently use a map and follow and mark the route of a journey around Africa</p> <p>Make a plan of the school garden with symbols / keys. (independently)</p> <p>Be able to use geographical vocabulary -- hill, river, near, far, town, north, south.</p>			<p>Use decision making skills to decide what measures are needed to improve the local area.</p> <p>Examine aerial photographs of the local area and identify major landmarks (past and present) and identify the changes.</p> <p>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.</p> <p>Use appropriate geographical vocabulary relating</p>	
--	--	---	--	--	---	--



Geography Progression Map

					to map reading. e.g. scale, regions, continents etc.	