

## Geography Progression Document

### Abbot's Hall Community Primary School

**Subject Strand:** Locational Knowledge - general geographical knowledge, position and significance, UK and Global

	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Substantive knowledge</b>	<p>Pupils develop their understanding of the world around them by learning about their immediate environment. Children can:</p> <ul style="list-style-type: none"> <li>• use maps to explore and describe the immediate environment.</li> </ul>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and their surrounding seas <b>(Autumn)</b></p>	<p>Name and locate the world's seven continents and five oceans <b>(Summer)</b></p>	<p>Locate world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, human and physical characteristics, countries and major cities</p> <p>Identify the position and significance of Equator, Northern &amp; Southern Hemispheres, Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle <b>(Autumn)</b></p>	<p>Name and locate countries, cities &amp; towns in the UK, geographical regions and identify human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time <b>(Autumn)</b></p> <p>Revisit the position and significance of Equator, Tropics of Cancer &amp; Capricorn Identify the significance of Prime/Greenwich Meridian (GMT) &amp; time zones <b>(Spring)</b></p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Identify the position and significance of latitude, longitude, Arctic and Antarctic Circle Revisit the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night) <b>(Autumn/Spring)</b></p>	<p>Name and locate the world's oceans, major rivers &amp; seas around the United Kingdom, key topographical features (including coasts and rivers) <b>(Autumn)</b></p>
<b>Disciplinary</b>	<p>Children are exposed to directional language from words such as in front of, next to and behind.</p>	<p>Children are exposed to maps and look at a map (including as a class, Digimaps) of the UK to name and locate England, Scotland, Wales and Northern Island. Children also look at the capital city of England, London and locate this in further detail on a map.</p>	<p>Children learn about the four points on the compass N,S,E,W and have practical experiences guiding peers and following directions.</p> <p>Children explore maps and globes to and locate the equator, North and South Pole.</p> <p>Children use maps to identify the seven continents and oceans.</p>	<p>Children revisit map skills from Year 2 and use maps to locate countries. Children are exposed to capital cities of Europe through map skills and Digimaps.</p> <p>Children are exposed to the Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle in map skills.</p>	<p>Children revisit map skills from previous years to focus on countries, cities &amp; towns in the UK.</p>	<p>Children revisit map skills from previous years to focus on North America and South America, revisit latitude, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn focus on in significance of longitude, Arctic &amp; Antarctic Circle, the Prime/Greenwich Meridian and time zones and how this effects day light hours and night time hours.</p>	<p>Children revisit map skills of the world's oceans, seas and rivers and are exposed to major rivers &amp; seas around the UK.</p>



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<b>Vocabulary</b>	Stowmarket Suffolk environment place quiet busy same different similar home	Stowmarket Suffolk England Scotland Wales Northern Island United Kingdom London Edinburgh Cardiff Belfast	map key symbols equator hot/cold climate direction key continent globe atlas	region equator northern hemisphere southern hemisphere	longitude latitude climate zones biomes Tropic of Cancer Tropic of Capricorn rainforest Greenwich Meridian	longitude latitude geographical regions topographical features GIS – Geographical Information Systems time difference	topographical features global warming time difference
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### Subject Strand: Place knowledge – exploring localities, understanding similarities and differences between places

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Substantive knowledge</b>	know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.		Understand the 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 <b>(Summer)</b>	Locate world countries/ capital cities of Europe <b>(Autumn)</b>	Anglo Saxon's UK & where they came from <b>(Autumn)</b> <i>Year 4 History</i>  Compare rainforest (South America) to the Food Museum (Stowmarket, England) <b>(Spring)</b>	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <b>(Autumn/Spring)</b> <i>(Children visit Bury St Edmunds and explore in first hand experiences - linked to History.)</i>	Understand geographical similarities and differences through the study of human and physical geography focusing on river usage <b>(Autumn)</b>

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<b>Disciplinary</b>	<p>Pupils develop their understanding of the world around them by learning about different cultures and communities as well as the natural world through first hand experiences and exploring the outdoors.</p> <p>Children explore similarities and differences between the natural world around them and contrasting environments by comparing the forest classroom to the school field.</p> <p>Children also take a walk into the town of Stowmarket and compare pictures of the countryside.</p>	<p>Children compare similarities and differences between the four countries of the UK through pictorial representations.</p>	<p>The children locate and learn about Kenya and the Maasai tribe and compare similarities and differences between there and the United Kingdom through pictorial representations.</p>	<p>The children explore similarities and differences of capital cities in Europe through pictorial representations.</p>	<p>Children learn about Anglo Saxon's UK and locating where they came from and comparing similarities and differences between human and physical features</p> <p>Children also visit the Food Museum (Stowmarket, England) to make similarities and differences between human and physical features.</p> <p>Children compare similarities and differences between Suffolk and a tropical rainforest (South America).</p>	<p>Children revisit map skills from countries and cities and focus the East of England region including Bury St Edmunds, Ipswich and Felixstowe</p> <p>Children then identify the European country of Italy and the region of Veneto which includes, the Dolomites and the city of Venice</p> <p>Children also identify the South American country of Brazil focusing on the South East region including Rio de Janeiro, Brazil. Using their knowledge of the East of England, specifically Suffolk, they make comparisons between the three regions; their human and physical features using key facts and pictorial representations</p>	<p>Linked to visit of Residential area – Hill Top. Children compare river usage, and go and explore coastal erosion. Children identify physical features and the human features put into place to prevent this. .</p>
<b>Vocabulary</b>	<p>environment, place, hot, cold, far away, close, natural, similar, same, different, busy, quiet, countryside, city, seaside.</p>	<p>England Scotland Wales Northern Ireland Belfast Cardiff Edinburgh London</p>	<p>Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic Ocean Atlantic Ocean Indian Ocean Pacific Ocean Southern Ocean</p>	<p>Ipswich Stowmarket Suffolk England</p>	<p>East Anglia East of England region Ipswich Bury St Edmunds trade links</p>	<p>region East of England the South East region of Brazil Rio de Janeiro Veneto (region of Italy) Venice Canal Dolomites Alps</p>	<p>tributary confluence meander ox bow estuary mouth source</p>

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**Subject Strand:** Human and Physical local and global scales

	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Substantive knowledge</b>	<ul style="list-style-type: none"> <li>know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> <li>understand some important processes and changes in the natural world around them, including the seasons;</li> <li>explore the natural world around them, making observations and drawing pictures.</li> </ul>	<p>Use basic geographical vocabulary to refer to: key physical features <b>(Spring)</b></p>	<p>Physical and human features (school grounds) <b>(Autumn)</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>(Spring)</b> <i>Science: materials - Year 2</i></p>	<p>Describe and understand key aspects of Human geography, including types of settlement &amp; land use <b>(Spring)</b> <i>History: The Stone Age - Year 3</i></p>	<p>Describe and understand key aspects of: -physical geography, including features that prompted settlement -human geography, types of settlements and land use <b>(Autumn)</b> <i>History: Anglo Saxons - Year 4</i></p> <p>Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts -human geography, including: economic activity including trade links <b>(Spring)</b></p> <p>Ancient &amp; modern day trade routes <b>(Summer)</b> <i>History: Ancient Greece - Year 4</i></p>	<p>Describe and understand key aspects of: -physical geography, including climate zones, biomes and vegetation belts, features that prompted settlement -human geography, types of settlements and land use, economic activity including trade links <b>(Autumn/Spring)</b> <i>History: Ancient Egypt - Year 5</i></p>	<p>Describe and understand key aspects of - physical geography, including: rivers, mountains and the water cycle -human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <b>(Autumn)</b></p> <p>Describe and understand key aspects of: -physical geography, including: mountains, volcanoes, earthquakes -human geography, including: types of settlements and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water <b>(Summer)</b></p>

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<b>Disciplinary</b>	<p>Children will develop their understanding of the world around them by learning about some of its human geography.</p> <p>Children will develop their understanding of the world around them by learning about some of its physical geography.</p>	<p>Children look at places within the United Kingdom and identify physical features of beaches and seas. Children also look at human features including towns, and cities through pictorial representations.</p>		<p>Children learn about different types of weather and identify types of weather currently happening in the school grounds. Children identify the months of the year and the seasons which they fall into in the United Kingdom.</p> <p>Children build on previous physical features learning to understand the importance of farm land, being exposed to this most basic of trade routes <b>Science: On the farm - Year 2</b></p>	<p>Children learn what is meant by settlement and land use, why humans settle in areas with physical features and why land is used for a variety of reasons based on its physical geography.</p>	<p>Children explore different rainforest and climate zones through pictorial representations and understand the layers. Children are also exposed to the terms biomes and vegetation. Children explore the economic activity specific to a tropical rainforest. They revisit and use their settlement and land use knowledge which they expand by learning about economic activity including the trade route of cacao (chocolate) Children will continue to develop this during Summer term when learning about Ancient and Modern Greece.</p>	<p>Children use and build on previous understanding of human and physical geography. They add to their understanding of types of settlements and land use to include economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. This include the use of rivers as trade routes, particularly the location of the docks as Felixstowe and the Suez Canal</p>	<p>Children use Digimaps to locate and identify physical and human feature of the world's rivers. They identify river sources and why this is in a hill or mountainous region.</p>
	<b>Vocabulary</b>	<p>human: similar, same, different, compare, weather, city, countryside, busy, quiet</p> <p>physical: hot, cold, Spring, Summer, Autumn, Winter, seasons, weather, countryside, hill, seaside, beach, sea</p>	<p>physical: beach cliff coast forest hill mountain sea ocean river soil</p>	<p>human: city town village factory farm house office port harbour shop/store capital city country ferry sea front</p>	<p>physical features human features Arctic Antarctic North Pole South Pole</p>	<p>settlement land-use urban region</p>	<p>biomes vegetation tropical rainforest temperate rainforest deciduous forest coniferous forest boreal forest trade links economic activity</p>	<p>tundra Mediterranean Canal Mountainous savanna Population Product Latitude Longitude</p>

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### Subject Strand: Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Substantive knowledge</b>	<ul style="list-style-type: none"> <li>describe their immediate environment using knowledge from maps;</li> <li>use stories, non-fiction texts and maps to help them find out about similarities and differences between life in this country and other countries.</li> </ul>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries <b>(Autumn)</b></p> <p>Use simple fieldwork, observational skills <b>(Spring)</b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key <b>(Summer)</b></p>	<p>Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map</p> <p>Use simple fieldwork, observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <b>(Autumn)</b> <i>Maths Year 3</i></p>	<p>Locate world countries/ capital cities of Europe Mapping 4 &amp; 8 pts of compass, OS symbols &amp; keys</p> <p>Use (introduce) 4 figure grid reference, symbols and key (including the use of Ordnance Survey maps &amp; online Digimaps) to build their knowledge of the United Kingdom and the wider world <b>(Autumn)</b></p> <p>Use maps, atlases to locate and describe features studied, symbols and key (including the use of Ordnance Survey maps &amp; online Digimaps) to build their knowledge of the United Kingdom and the wider world <b>(Spring)</b></p>	<p>Use maps, atlases to locate and describe features studied</p> <p>Use (revisit) 4 figure grid reference, symbols and key (including the use of Ordnance Survey maps &amp; online Digimaps) to build their knowledge of the United Kingdom and the wider world <b>(Autumn)</b></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 <b>(Spring)</b></p>	<p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied</p> <p>Use (introduce) 6 figure grid reference, symbols and key (including the use of Ordnance Survey maps &amp; online Digimaps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features of a local area using a range of methods <b>(Autumn/Spring)</b></p>	<p>Residential – Field work, river/coast,</p> <p>Use (revisit) 6 figure grid reference, symbols and key (including the use of Ordnance Survey maps &amp; online Digimaps) to build their knowledge of the United Kingdom and the wider world <b>(Autumn)</b> <i>Maths line graphs</i></p>



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<b>Disciplinary</b>	<p>Children can begin to use geographical skills and communicate geographical information in some different ways.</p>	<p>Children are exposed to maps and a map of the United Kingdom. Children explore these through printed map and globes. Children then identify the countries within the United Kingdom.</p>	<p>Children learn about the four points on the compass North, South, East, West and have practical experiences guiding peers and following directions.</p>	<p>Children revisit map skills with globes and atlases. Children revisit 4 points of the compass and are then exposed to the 8 points of the compass including North East, East South, South West and North West. Children are exposed to 4 figure grid reference through maps in class and locate areas with coordinates.</p>	<p>Children revisit 4 grid reference skills and locate areas on a map using this.</p> <p>Children complete fieldwork in the local area.</p>	<p>Children revisit and review grid reference, building on this knowledge, they are exposed to 6 figure grid reference, being more specific on locating areas on a map given.</p> <p>Children measure local rainfall and compare this to the local rain fall in Rio de Janeiro and Venice. They also look the annual rainfall of all three regions and how this impacts the region, particularly in the main cities of Rio de Janeiro, Venice and Ipswich.</p>	<p>Children complete fieldwork using a range of methods such as measuring water level, speed of rivers and environmental concerns. Children then complete graphs on their findings. Children use 6 figure grid reference.</p>
<b>Vocabulary</b>	<p>map key forwards backwards left right route move direction</p>	<p>fieldwork plan aerial photograph</p>	<p>fieldwork north south east west compass point</p>	<p>fieldwork north, north-east, east, south-east south, south-west, west, north-west (8 points of a compass) 4-grid reference</p>	<p>fieldwork precipitation condensation evaporation change/ effect</p>	<p>fieldwork 6-grid reference rainfall environmental impact</p>	<p>fieldwork coast rural climate erosion deposition earthquake volcano water cycle</p>