





EYFS Progression Map Understanding the World (cross curricular Geography) Subject Lead Mrs Shearer						
Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate	Winter Wonderland	Planting & Growing	Who can help me?	Once Upon a Time
<b>Understanding the World</b>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them -from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. <b>EYFS Statutory Educational Programme</b>					
<b>People, Cultures and Communities</b>	Can develop positive attitudes about the differences between people.	Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately.  Continue to develop positive attitudes about the differences between people.	Celebrate & value cultural and religious events (CNY).	Understand that some places are special to members of the community.	Know that there are different countries in the world & talk about the differences they have experienced & seen in photos.  Continue to develop positive attitudes about the difference between People.	Work alongside adults imitating their actions as they care for living things.  Describe and enact some of the roles of community figures .
<b>The Natural World Weather, seasons and changes in the environment will run throughout our daily routines. Use of the blossom tree in the FSU garden to notice seasonal changes NUStem Project to run throughout school</b>	Sustain interest in action and reaction toys.  Actively collect and enjoy transporting materials.  Use their senses in hands on exploration of natural materials.  Engage in joint attention with adults for short periods of time in respectful observations of living things.	Use some very simple adjectives to describe the sensory properties of everyday materials.  Explore collections of materials with similar and different properties Improve techniques with a range of action and reaction toys.	Explore and talk about different forces they can feel.  Explore and talk about the differences between materials and the changes they notice (melting/cooking/freezing).  Explore how things work. (wind up toys, pulleys, sets of cogs with peg boards.  Collect particular materials for a purpose.  Make mechanisms such as pegboard cogs and other simple construction kit components such as wheels and axles.	Understand the life cycle of living things.  Plant seeds & care for new plants.  Respond appropriately to adult guidance to treat living things with care.  Collect materials for a particular purpose and explain.  Talk about what they see using a wide range of vocabulary.	Talk about, a stage at a time, the way a growing plant or animal is changing.  Work alongside adults imitating their actions as they care for living things.  Name some common animals and their babies	Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys.  Use remote control toys to a particular end and explain how to do it.  Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings.  Answer closed and anticipatory questions in simple adult led experiments about the properties of materials.


Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	Me & My Emotions	Celebrations of Light	I wonder Why?	New Life	People Who Help Us	Terrific Tales
<b>Understanding the World</b>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them -from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. <b>EYFS Statutory Educational Programme</b></p>					
<b>People, Cultures and Communities</b>	<p>Talk about members of my immediate family.</p> <p>Name and describe people who are familiar to them.</p> <p>Describe and explain changes of state with bread dough.</p>	<p>Describe family Christmas traditions and key celebrations.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Describe and re-enact traditions from Chinese New Year celebrations.</p> <p>Talk about the similarities and differences between Chinese food and the foods we eat.</p>	<p>Develop and awareness of where food comes from.</p>	<p>Describe the roles of significant adults in the community. (Firefighters, Nurses, Dentists, police, doctors).</p>	<p>Compare and talk about differences in beaches around the world (man made v natural—pebble/sand)</p>
<b>The Natural World</b> <i>Weather, seasons and changes in the environment will run throughout our daily routines. Use of the blossom tree in the FSU garden to notice seasonal changes NUstem Project to run throughout school</i>	<p>Notice seasonal changes around us (Focus on FSU garden tree)</p> <p>Talk about the weather. (drawing on comparisons from holidays)</p> <p>Become familiar with new school surroundings (where is lunch hall, PE hall, new entrance) comparing differences with home (naming rooms)</p> <p>Look at fruit &amp; vegetables with seeds (pumpkins—keep seeds for planting in Spring 2)</p>	<p>Name some special buildings in our community and explain their function through role play and small world re-enactment.</p> <p>Notice &amp; describe seasonal changes around us (Focus on FSU garden tree)</p> <p>Know and demonstrate how to plant bulbs &amp; predict how it will grow (Plant Christmas gift - hyacinth)</p> <p>Talk about animals preparing for hibernation, making bird feeders</p>	<p>Notice &amp; describe seasonal changes around us (Focus on FSU garden tree)</p> <p>Describe and explain changes to water. (freeze/melt)</p> <p>Observe changes to the secret garden pond. (Frogs spawn/nesting birds)</p> <p>Observational drawings of their surroundings</p> <p>Mapping—naming buildings in local area begin to create maps</p> <p>Name street that they live in.</p>	<p>Notice &amp; describe seasonal changes around us (Focus on FSU garden tree)</p> <p>Sequence the life of a baby bird from hatching to maturity.</p> <p>Plant pumpkin seeds and potatoes (Innocent Big Grow project)</p> <p>Revisit secret garden pond to observe changes to frogspawn/tadpoles)</p>	<p>Notice &amp; describe seasonal changes around us (Focus on FSU garden tree).</p> <p>Know and demonstrate how to grow seeds and care for seedlings.</p> <p>Observational drawings of their surroundings</p> <p>Use google earth/drone to identify familiar places.</p>	<p>Notice &amp; describe seasonal changes around us (Focus on FSU garden tree).</p> <p>Describe and recall the transition from caterpillars into butterflies.</p> <p>Identify similarities and differences between the animals and plants in the beach environment and in the woodland environment.</p>
<b>Possible linked texts</b>	<p>Goodbye Summer, Hello Autumn The Leaf Thief Leaf Man</p>		<p>A Seed is Sleepy The Tiny Seed Big People Little World David Attenborough Goodbye Winter, Hello Spring</p>		<p>Goodbye Spring, Hello Summer People who help us selection of Non-Fiction books</p>	

Progression Map 2021/2022		Subject: Geography		Subject Lead: Mrs Lisa Shearer			
	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth	1	UK Focus - Our Area inc local weather		Arctic- Global weather/conservation		Compare UK and non-European country 	
<b>AIMS</b>		<ul style="list-style-type: none"> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>					
<i>Locational &amp; place</i>		<ul style="list-style-type: none"> <li>Identify the where we are in relation to UK and world.</li> <li>Identify the key features of a small location in order to say whether it is a city, town, village, coastal or rural area.</li> </ul>		<ul style="list-style-type: none"> <li>Explore the world's continents and oceans.</li> </ul>		<ul style="list-style-type: none"> <li>Identify the where we are in relation to UK and world. (recap).</li> </ul>	
<i>Human &amp; Physical</i>		<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>Study the human and physical geography of a small area of the United Kingdom.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>Identify land use around the school.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> </ul>	
<i>Skills &amp; Fieldwork</i>		<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom</li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>		<ul style="list-style-type: none"> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>		<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom</li> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>	
<i>Vocabulary</i>		<p><b>Key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, River Tyne, North Sea, Wallsend, Newcastle.</p> <p><b>Key human features</b>, including: city, town, village, factory, farm, house, office and shop, detached, semi-detached.</p> <p>Other: map, aerial photo, country, capital, route, address</p>		Equator, North pole, south pole, compass, season, weather, direction, location		Similar, different, human, physical, symbol, grid reference, Tokyo, Pacific, mountain, cliff, bay, harbour, tourism, industry.	

Progression Map 2021/2022		Subject: Geography		Subject Lead: Mrs Lisa Shearer			
	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth	2	UK Focus- Countries + capital cities		World Focus- Continents and oceans		Farming - rural vs urban 	
<b>AIMS</b>		<ul style="list-style-type: none"> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>					
<i>Locational &amp; place</i>		<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Identify the key features of a small location in order to say whether it is a city, town, village, coastal or rural area..</li> </ul>		<ul style="list-style-type: none"> <li>Name and locate the world's continents and oceans.</li> </ul>		<ul style="list-style-type: none"> <li>Identify the where we are in relation to UK and world. (recap).</li> </ul>	
<i>Human &amp; Physical</i>		<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</li> <li>Study the human and physical geography of a small area of the United Kingdom</li> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>Identify land use around the school.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> </ul>	
<i>Skills &amp; Fieldwork</i>		<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom.</li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>		<ul style="list-style-type: none"> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> </ul>		<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom</li> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>	
<i>Vocabulary</i>		<p><b>Key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, valley, vegetation, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast.</p> <p><b>Key human features</b>, including: city, town, village, factory, farm, house, office and shop.</p>		Equator, North pole, south pole, polar regions, compass, season, weather, direction, location, habitat, settlement, climate, near, far		Similar, different, human, physical, symbol, grid reference, farm, barn, market, crops, milking, bale, hoe, compost, soil, valley, vegetation, rural, urban, near, far.	

Progression Map 2021/2022		Subject: Geography		Subject Lead: Mrs Lisa Shearer			
	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth	3	UK Focus - Lake District		World Focus-Africa		Rivers (use knowledge of Nile) 	
<b>AIMS</b>		<ul style="list-style-type: none"> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>					
<i>Locational &amp; place</i>		<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Describe how the locality of the school has changed over time.</li> </ul>		<ul style="list-style-type: none"> <li>Name and locate the countries of Africa including identifying human and physical characteristics.</li> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>Describe geographical similarities and differences between countries.</li> </ul>		<ul style="list-style-type: none"> <li>Name and Locate important world rivers and local rivers.</li> <li>Locate and track a river from source to sea.</li> <li>Describe how rivers have affected their communities over time.</li> </ul>	
<i>Human &amp; Physical</i>		<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Use a range of resources to identify the key physical and human features of a location</li> <li>Explain own views about locations, giving reasons.</li> <li>Describe key aspects of: physical geography (rivers, mountains, volcanoes and earthquakes and the water cycle.) Human geography (settlements and land use).</li> </ul>		<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location .</li> <li>Explain own views about locations, giving reasons.</li> <li>Describe key aspects of: physical geography (rivers, mountains, volcanoes and earthquakes and the water cycle.) and human geography (settlements and land use).</li> </ul>		<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics along a river.</li> <li>Describe settlements and land use along the river.</li> <li>How the river contributes to economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies</li> </ul>	
<i>Skills &amp; Fieldwork</i>		<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>Use the eight points of a compass, simple grid references, symbols and key to communicate knowledge of the United Kingdom.</li> </ul>		<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Use the eight points of a compass, simple grid references, symbols and key to communicate knowledge of the United Kingdom.</li> </ul>		<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>Use the eight points of a compass, simple grid references, symbols and key to communicate knowledge of the United Kingdom.</li> </ul>	
<i>Vocabulary</i>		<p><b>Key physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p><b>Key human geography</b>, including: settlements and land use.</p> <p>Contour lines, key, symbols.</p>		<p>Continent, mountainous, mainland, coastal, desert, drought, barren, Atlantic ocean, Mediterranean Ocean, humid, arid, equator, hemisphere, tropics .</p>		<p>Tributaries, distribution, agricultural, man-made, natural resources, lower course, trade links, middle course, industry, upper course, exports.</p>	

Progression Map 2021/2022		Subject: Geography		Subject Lead: Mrs Lisa Shearer			
	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth	4	World Focus - Japan		UK Focus - Coasts		Europe 	
<b>AIMS</b>		<ul style="list-style-type: none"> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>					
<i>Locational &amp; place</i>		<ul style="list-style-type: none"> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>Name and locate the main cities of Japan, geographical regions.</li> </ul>		<ul style="list-style-type: none"> <li>Name and Locate seas around UK and Europe. Focus on the North sea coast (locally).</li> <li>Describe how coasts have been affected by their communities over time and how the coast affects the community.</li> </ul>		<ul style="list-style-type: none"> <li>Recap (relation to Europe) -Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>Describe geographical similarities and differences between countries.</li> </ul>	
<i>Human &amp; Physical</i>		<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Identify human and physical characteristics of Japan, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Discuss and investigate economic activity including trade links between Japan and UK (Nissan)</li> <li>Explain own views about locations, giving reasons.</li> </ul>		<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Describe key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: coasts, rivers, mountains and the water cycle.</li> <li>human geography, including: settlements and land use, economic activity.</li> </ul> </li> <li>Explain own views about locations, giving reasons</li> </ul>		<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> <li>Describe key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>human geography, including: settlements and land use.</li> </ul> </li> <li>Explain own views about locations, giving reasons.</li> </ul>	
<i>Skills &amp; Fieldwork</i>		<ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of Japan and the wider world.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>		<ul style="list-style-type: none"> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of UK and the wider world.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate Coastal regions and describe features.</li> </ul>		<ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>	
<i>Vocabulary</i>		Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Ordnance Survey, grid reference, trade, economy, coniferous forest, mountainous, landmass, southern most, northern most.		Transportation, deposition, erosion, waves, tide, headland, cave, cliff, bay, beach, shingle, sea walls.		Continent, countries, hemisphere, mountain range, European plain, peninsula, supercontinent, economic, environment, uplands, regions, densely, sparsely, populated, valleys.	

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	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth	5	World Focus - Extreme Earth		World Focus - India		Our changing world 	
<b>AIMS</b>		<ul style="list-style-type: none"> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>					
<i>Locational &amp; place</i>		<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of India and identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul>			
<i>Human &amp; Physical</i>		<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>physical geography, including: mountains, volcanoes and earthquakes.</li> <li>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>Identify and describe how the physical features affect the human activity within a location.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe geographical diversity across the world.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>			
<i>Skills &amp; Fieldwork</i>		<ul style="list-style-type: none"> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land, danger zones).</li> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<ul style="list-style-type: none"> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. (eg pollution survey etc.).</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ul>			
<i>Vocabulary</i>		Tectonic plates, active, dormant, outer core, inner core, cross-section, tsunami, earthquake, population density.	Southern and Western hemisphere, tropics, times zones, settlement, land use, diversity, economy, humid, tropical, landmass, landscape, peninsula, plateau, British Empire, democracy, inhabitants.	Regeneration, renewable, weathering, erosion, greenhouse gases, climate change, population, emissions, fossil fuels, global average temperature, sea level, interconnected.			

Progression Map 2021/2022		Subject: Geography		Subject Lead: Mrs Lisa Shearer			
	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Breadth	6	World Focus - Antarctica		World focus - South America		Geographical Skills - Local area past and Present	
AIMS		<ul style="list-style-type: none"> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>					
Locational & place		<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul>		<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>Name and locate some of the countries and cities of South America and identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul>		<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>Name and locate the countries of North America and identify their main physical and human characteristics.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul>	
Human & Physical		<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe geographical diversity across the world.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>		<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> </ul>	
Skills & Fieldwork		<ul style="list-style-type: none"> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)</li> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map, New York Tube, Boston Subway our Metro map).</li> </ul>		<ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>		<ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map, New York Tube, Boston Subway our Metro map).</li> </ul>	
Vocabulary		Colony, conservation, crater, desolate, expedition, formations, frigid, Geologist, Glacier, ice-scape, migration, Peninsula, topography,		States, nations, Southern and Western hemisphere, tropics, times zones, Biomes, population density, contours, distribution, trade links, economics, populous, colonisation, bio-diverse, tributaries.		States, nations, Southern and Western hemisphere, tropics, times zones, Biomes, population density, contours, distribution, trade links, economics, populous, colonisation, bio-diverse, tributaries, canyon.	