

Year	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Vocabulary
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Glen Hills Primary School Progression Map - Geography



Geography	EYFS Curriculum Objectives / SAS Key Learning Objectives				Vocabulary
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EYFS	<p>I can recognise some environments that are different to the one in which I live.</p> <p>I can name the country I live in.</p> <p>I can identify land and sea on a globe / map.</p>	<p>I can study my school environment and discuss key features, likes and dislikes.</p> <p>I can study my local area and discuss key features, likes and dislikes.</p> <p>I can learn how to stay safe near to roads.</p>	<p>I know that some things are natural and some things are manmade.</p> <p>I can discuss features that are in / are not in my local area.</p> <p>I can begin to discuss different regions and habitats (grasslands, polar, sea, jungle).</p> <p>I can recognise and talk about some different types of weather.</p>	<p>I can look at simple maps and begin to understand these with support.</p> <p>I can use directional language (forwards, left, right).</p> <p>I can discuss the changes outside and begin to link these to different seasons.</p> <p>I can use simple fieldwork, observations and maps to study my school and locality.</p> <p>I can devise a simple (3d) map with support.</p>	<p>woodland area</p> <p>garden, home</p> <p>season, map</p> <p>journey, café</p> <p>park, library, church, house</p> <p>left, right</p> <p>local area</p> <p>road signs</p> <p>road markings</p> <p>crossings</p> <p>road safety</p> <p>litter, graffiti</p> <p>natural, beach</p> <p>manmade, polar, jungle</p> <p>sea, land</p>
EYFS GDS	<p>I can name and locate 2 of the 4 countries of the UK.</p> <p>I can name 1 of the 4 capital cities of the UK.</p> <p>I can name and locate 1 continent and 1 sea of the world.</p>	<p>I can compare my locality to another region of the UK and discuss similarities / differences.</p>	<p>I can explain which features are natural and manmade in the school garden.</p> <p>I can name all 4 seasons & discuss some weather patterns in the UK.</p>	<p>I am beginning to use globes, atlases and maps.</p> <p>I can use simple compass directions (N, S, E, W).</p> <p>I can use directional language (near, far, left, right).</p> <p>I can use simple fieldwork, observations and maps to study my school and locality.</p> <p>I can devise a simple map.</p>	<p>weather</p> <p>England, Wales</p> <p>Scotland, N</p> <p>Ireland, London, Europe</p> <p>near, far</p> <p>left, right</p> <p>North, South</p> <p>East, West</p> <p>Globe, UK</p> <p>Country, continent</p>

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Year 1	<p>I can name and locate 2 of the 4 countries of the UK.</p> <p>I can name 1 of the 4 capital cities of the UK.</p> <p>I can name and locate 1 continent and 1 sea of the world.</p>	<p>I can study an area in the UK and discuss one or two human and physical similarities and differences in comparison to my locality.</p>	<p>I can name all 4 seasons & discuss some weather patterns in the UK.</p> <p>I can use basic geographical words: beach, sea, weather, house, shop, hill, river, town, forest, mountain, cliff, soil, season, farm.</p>	<p>I am beginning to use globes, atlases and maps.</p> <p>I can use simple compass directions (N, S, E, W).</p> <p>I can use directional language (near, far, left, right).</p> <p>I can use simple fieldwork, observations and maps to study my school and locality.</p> <p>I can devise a simple map.</p>	<p>season weather</p> <p>England, Wales</p> <p>Scotland, N</p> <p>Ireland, UK</p> <p>London, Europe</p> <p>Capital city</p> <p>beach, sea</p> <p>house, shop</p> <p>hill, river</p> <p>town, forest</p> <p>mountain, cliff</p> <p>soil, farm</p> <p>near, far</p> <p>left, right</p> <p>North, South</p> <p>East, West</p> <p>map, globe</p>
Year 1 GDS	<p>I can name and locate 5 continents and 3 oceans of the world.</p> <p>I can name and locate 3 of the 4 countries of the UK.</p> <p>I can name 2 of the 4 capital cities of the UK.</p>	<p>I can identify a few human and physical similarities and differences between an area of the UK and an area in a contrasting non-European country.</p>	<p>I can discuss seasonal weather patterns in the UK.</p> <p>I can locate hot/cold areas of the world in relation to the equator and North and South poles.</p> <p>I can use human / physical vocabulary: coast, ocean, valley, vegetation, factory, office, port and harbour.</p>	<p>I can use globes, atlases and maps to identify studied regions.</p> <p>I can use compass directions and directional language to describe features/routes on a map.</p> <p>I can express my views about people, places and the environment.</p> <p>I can devise a simple map and am beginning to use a key.</p>	<p>Continent</p> <p>ocean</p> <p>coast</p> <p>ocean</p> <p>valley</p> <p>vegetation</p> <p>factory</p> <p>office</p> <p>port</p> <p>harbour</p>

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Year 2	<p>I can name and locate 5 continents and 3 oceans of the world.</p> <p>I can name and locate 3 of the 4 countries of the UK.</p> <p>I can name 2 of the 4 capital cities of the UK.</p>	<p>I can identify a few human and physical similarities and differences between an area of the UK and an area in a contrasting non-European country.</p>	<p>I can discuss seasonal weather patterns in the UK.</p> <p>I can locate hot/cold areas of the world in relation to the equator and North and South poles.</p> <p>I can use human / physical vocabulary: coast, ocean, valley, vegetation, factory, office, port and harbour.</p>	<p>I can use globes, atlases and maps to identify studied regions.</p> <p>I can use compass directions and directional language to describe features/routes on a map.</p> <p>I can use fieldwork, observations and maps to express my views about people, places and the environment.</p> <p>I can devise a simple map and am beginning to use a key.</p>	<p>continent</p> <p>coast</p> <p>ocean</p> <p>valley</p> <p>vegetation</p> <p>factory</p> <p>office</p> <p>port</p> <p>harbour</p> <p>equator</p> <p>North Pole</p> <p>South Pole</p> <p>map</p> <p>symbol</p> <p>key</p>
Year 2 GDS	<p>I can name the 7 continents and 5 oceans accurately.</p> <p>I can name and locate counties and cities of the United Kingdom.</p> <p>I can identify the position and significance of the Equator, Arctic and Antarctic Circle.</p>	<p>I can discuss in depth several human and physical similarities and differences between an area of the UK and an area in a contrasting non-European country.</p>	<p>I can discuss seasonal and daily weather patterns in the UK.</p> <p>I can identify human and physical characteristics of the United Kingdom.</p> <p>I can use a wider range of human / physical vocabulary.</p>	<p>I can locate areas of interest using globes, atlases and maps.</p> <p>I can observe, measure, record and present features in the local area using a range of methods.</p> <p>I can devise a simple map with basic symbols in a key.</p>	<p>grid reference</p> <p>aerial view</p> <p>landmarks</p> <p>climate</p> <p>rainfall</p> <p>population</p> <p>temperature</p> <p>location</p>

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Year 3	<p>I can name and locate counties and cities of the UK.</p> <p>I can begin to locate different countries on a World Map and link this to 'where our food comes from'.</p> <p>I can identify the position and significance of the Equator, Arctic and Antarctic Circle.</p>	<p>I can learn about the differences and similarities between countries, regarding their distance from the UK, distance from the equator, population, temperature and rainfall.</p>	<p>I can identify human and physical characteristics of the United Kingdom.</p> <p>I can sort / discuss the human and physical features of the city I live in.</p> <p>I can understand key aspects of settlements and land use.</p>	<p>I can use globes, atlases and maps to identify studied regions.</p> <p>I can use four-figure grid references.</p> <p>I can discuss the impact of food miles on the environment.</p> <p>I can devise an aerial map and a basic key.</p> <p>I can observe, measure, record and present features of the local area using a range of methods and expressing my own opinions.</p>	<p>grid reference</p> <p>canal</p> <p>open-spaces</p> <p>farmland</p> <p>quarry</p> <p>buildings</p> <p>landmark</p> <p>WWII</p> <p>Industry</p> <p>location</p> <p>multi-cultural</p> <p>aerial view</p> <p>climate</p> <p>rainfall</p> <p>population</p> <p>temperature</p> <p>air miles</p>
Year 3 GDS	<p>I can use maps to locate counties, cities and countries of the World.</p> <p>I can identify the position and significance of the Tropics of Cancer and Capricorn.</p>	<p>I can identify geographical regions of the UK.</p>	<p>I can begin to understand key aspects of climate zones, biomes and vegetation belts.</p> <p>I can consider similarities and differences between human and physical geography in different climate zones.</p>	<p>I can express my own opinions about different environments, including human impact on climate change.</p> <p>I can use fieldwork to observe, measure, record and present human and physical features using sketching, maps, plans, graphs or digital technologies.</p> <p>I can devise an aerial map with landmarks and symbols in a key.</p>	<p>climate zones</p> <p>vegetation belt</p> <p>biomes</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>North West</p> <p>North East</p> <p>West Midlands</p> <p>East Midlands</p> <p>South East</p> <p>South West</p> <p>Gr. London</p>

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Year 4	<p>I can locate the world's countries on a map, focusing on Europe.</p> <p>I can identify the position and significance of the Tropics of Cancer and Capricorn.</p> <p>I can discuss different climates around the world.</p>	<p>I can identify geographical regions of the UK.</p> <p>I can identify key topographic features of the UK such as hills, mountains, coast and rivers.</p>	<p>I can describe key aspects of climate zones, biomes and vegetation belts.</p> <p>I can consider similarities and differences between human and physical geography in different climate zones.</p>	<p>I can use globes, atlases and maps to identify studied regions.</p> <p>I can consider ways in which humans and animals have adapted to different climates.</p> <p>I can express my own opinions about different environments, including human impact on climate change.</p> <p>I can use fieldwork to observe, measure, record and present human and physical features using sketching, maps, plans, graphs or digital technologies.</p>	<p>North East North West West Midlands East Midlands South West South East Gr. London moors plains mountains rolling hills climate adaptation vegetation belt biomes Tropics of Cancer & Capricorn.</p>
Year 4 GDS	<p>I can locate countries of the World.</p> <p>I can locate counties and cities of the United Kingdom.</p> <p>I can identify the position and significance of latitude, longitude, Northern Hemisphere and Southern Hemisphere.</p>	<p>I can discuss human and physical similarities and differences between two areas of the United Kingdom.</p>	<p>I understand land use patterns and how they have changed over time.</p> <p>I can describe and understand the key aspects of the distribution of natural resources including energy, food, minerals and water.</p>	<p>I can use globes, atlases and maps to locate countries, counties and cities.</p> <p>I can use the eight points of a compass and four figure grid references on a map.</p>	<p>latitude longitude N Hemisphere S Hemisphere</p> <p>North East North West South East South West</p>

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Year 5	<p>I can locate countries of the World on a map.</p> <p>I can locate counties and cities of the United Kingdom</p> <p>I can identify the position and significance of latitude, longitude, Northern Hemisphere and Southern Hemisphere.</p>	<p>I can discuss human and physical similarities and differences between the United Kingdom and a region in North America.</p>	<p>I understand land use patterns and how they have changed over time.</p> <p>I can describe and understand key aspects of the water cycle.</p> <p>I can describe and understand the key aspects of the distribution of natural resources including energy, food, minerals and water.</p>	<p>I can use globes, atlases and maps to locate countries, counties and cities.</p> <p>I can use the eight points of a compass, four-figure grid references on a map, symbols and keys.</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features in the local area using sketching, maps, plans, graphs or digital technologies.</p>	<p>latitude longitude N Hemisphere S Hemisphere</p> <p>Thames, Trent, Tyne, Severn, Tamar, Soar</p> <p>flow, torrent, stream, valley waterfall, gorge, erosion, meander tributary, mouth source, course estuary</p>
Year 5 GDS	<p>I can locate the world's countries with increasing accuracy including North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>I can locate counties and cities of the United Kingdom with increasing accuracy.</p> <p>I can identify the position/significance of Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime / Greenwich Meridian & time zones.</p>	<p>I can make comparisons in human and physical geography between an area of the UK, an area in Europe and an area in North America.</p>	<p>I can identify how aspects of the physical and human geography have changed over time.</p>	<p>I can use the eight points of a compass, six-figure grid references on a map, symbols and keys (including the use of Ordnance Survey Maps).</p> <p>I can describe and understand economic activity including trade links.</p>	<p>landscape natural man-made coastal leisure resort tourism index</p>

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Year 6	<p>I can locate the world's countries with increasing accuracy including North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>I can locate counties and cities of the United Kingdom with increasing accuracy.</p> <p>I can identify the position and significance of latitude, longitude, N & S Hemispheres, Equator, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime / Greenwich Meridian & time zones.</p>	<p>I can study two regions of the UK and understand similarities and differences between their human and physical geography.</p> <p>I can study a region within North or South America and understand similarities and differences between it's human and physical geography compared to a region in the UK.</p>	<p>I can identify how aspects of the physical and human geography have changed over time.</p> <p>I can describe extreme weathers and natural disasters such as volcanoes, earthquakes, tsunamis and hurricanes and their impact.</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use the eight points of a compass, six-figure grid references, symbols and key (including Ordnance Survey maps).</p> <p>I can describe and understand economic activity including trade links.</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features in the local/wider area using sketching, maps, plans, graphs and digital technologies.</p>	<p>landscape natural, man-made coastal leisure resort tourism bay headland erosion symbol, key index, grid reference volcanoes earthquakes tsunami hurricane climate</p>
Year 6 GDS	<p>I can demonstrate in-depth knowledge of the environmental regions, key physical and human characteristics and major cities of a world country.</p>	<p>I can make comparisons in human and physical geography between an area of the UK, an area in Europe and an area in North America.</p>	<p>I can describe and explain a wider range of key aspects of both physical and human geography.</p>	<p>I can use fieldwork to study the human and physical features of a world country, including satellite images.</p> <p>I can consider the impact of climate change.</p> <p>I can begin to analyse and interpret data collected from fieldwork.</p>	<p>landscape natural, man-made coastal, leisure resort, tourism bay, headland erosion symbol, key index, grid reference volcanoes earthquakes tsunami hurricane climate</p>