



# Highfield Primary School Progression Map 2024 - 2025

## Subject: Geography

### Intent

Our Geography curriculum is designed to ensure that exciting and engaging units, relevant to our children, provide solid building blocks to develop the children's knowledge, skills and concepts. Tasks are carefully selected, adapted and designed to provide appropriate challenges to all learners and to develop independent working and confidence. In order to nurture and develop our children's critical thinking skills, extensive opportunities for learning outside the classroom are embedded into all practice. Our children will develop knowledge of their environment, through real and relevant experiences, an understanding of the interconnected and dynamic nature of the world, and the challenges that we will all face in the future. Children will enjoy personal achievement through an engaging curriculum, where they are supported to develop Geographical knowledge and skills that will prepare them for the next stage in their journey, as well as how to be active, responsible citizens of the world.

### Implementation

#### Progression of Knowledge

	EYFS		KS1		KS2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery children will be taught to/about:	In addition to knowledge taught in the Nursery, Reception children will be taught to/about:	In addition to EYFS knowledge, Year 1 children will be taught to/about:	In addition to EYFS and Year 1 knowledge, Year 2 children will be taught to/about:	In addition to KS1 knowledge, Year 3 children will be taught to/about:	In addition to KS1 and Year 3 knowledge, Year 4 children will be taught to/about:	In addition to KS1 and Lower KS2 knowledge, Year 5 children will be taught to/about:	In addition to KS1, Lower KS2 and Year 5 knowledge, Year 6 children will be taught to/about:
<b>Locational and Place Knowledge</b>	name and locate different parts of the local community  begin to learn about the different people and places in the world through texts	name and locate the school locality and local area of Hillingdon  learn about the different people and places in the world through texts	name and locate some places in their locality, the UK and wider world	name and locate significant places in their locality, the UK and wider world	name and locate a wider range of places in their locality, the UK and wider world	name and locate a wider range of places in their locality, the UK and wider world including some globally significant features	name and locate an increasing range of places in the world including globally and topically significant features and events	name and locate an extensive range of places in the world including globally and topically significant features and events

<p><b>Human and Physical Geography</b></p>	<p>explore the features within the Nursery setting</p> <p>explore different familiar settings, such as, the beach, the park, woodland and a farm through texts</p>	<p>use the local area for exploring both the built and the natural environment</p> <p>express their opinions on natural and built environments</p>	<p>describe some places and features using basic geographical vocabulary</p> <p>express their views on some features of their environment e.g. what they do or do not like</p>	<p>describe places and features using simple geographical vocabulary</p> <p>make observations about features that give places their character</p>	<p>use geographical language to describe some aspects of human and physical features and 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 patterns</p> <p>describe how features and places change and the links between people and environments</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>demonstrate understanding of how and why some features or places are similar or different and how and why they change</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><b>Enquiry and Investigation</b></p>	<p>know that there are different countries in the world using globes and talk about the differences they have experienced or seen in photographs</p> <p>talk about some of the things they have observed such as plants, animals, natural and found objects</p>	<p>comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>show care and concern for living things and the environment</p>	<p>ask and answer simple geographical questions</p> <p>describe some similarities and differences when studying places and features e.g. hot and cold places of the world</p>	<p>ask and answer simple geographical questions when investigating different places and environments</p> <p>describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments</p>	<p>ask and answer more searching geographical questions when investigating different places and environments</p> <p>identify similarities, differences and patterns when comparing places and features</p>	<p>ask and respond to more searching geographical questions including: 'how?' and 'why?'</p> <p>identify and describe similarities, differences and patterns when investigating different places, environments and people</p>	<p>ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p> <p>recognise geographical issues affecting people in different places and environments</p>	<p>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?</p> <p>make predictions and test simple hypotheses about people, places and geographical issues</p>
<p><b>Fieldwork</b></p>	<p>represent and locate key features of their environment and represent key features from stories</p>	<p>find out about the environment by talking to people, examining photographs, simple maps and visiting local places</p>	<p>observe and describe daily weather patterns</p> <p>use simple fieldwork and observational</p>	<p>identify seasonal and daily weather patterns</p> <p>develop simple fieldwork and observational skills</p>	<p>observe, record, and name geographical features in their local environments</p>	<p>observe, record, and explain physical and human features of the environment</p>	<p>observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital</p>	<p>use a range of numerical and quantitative skills to analyse, interpret and present data collected from</p>

	develop curiosity and interest by exploring their surroundings using their senses		skills when studying the geography of the school and its grounds	when studying the geography of the school and local environment			technologies	fieldwork observations, measurements and recordings
Map Work	<p>use positional language related to texts</p> <p>begin to follow simple directions and to use simple maps with some given symbols</p>	<p>follow simple directions</p> <p>use a simple map with symbols to spot features in the school grounds or in the local community</p>	<p>follow directions: up/down, left/right, forwards/backwards</p> <p>use a simple picture map to move around the school</p> <p>recognise that it is about a place</p>	<p>follow directions: N.S.E.W.</p> <p>follow a route on a map</p> <p>use a plan view</p> <p>use an infant atlas to locate places</p>	<p>use 4 compass points to follow/give directions</p> <p>use letter/number co-ordinates to locate features on a map</p> <p>locate places on larger scale maps e.g. map of Europe</p> <p>follow a route on a map with some accuracy (e.g. whilst orienteering)</p>	<p>use 4 compass points accurately</p> <p>begin to use 8 compass points</p> <p>use letter/number co-ordinates to locate features on a map confidently</p> <p>locate places on large scale maps</p> <p>follow a route on a large-scale map</p>	<p>use 8 compass points</p> <p>begin to use 4 figure co-ordinates to locate features on a map</p> <p>compare maps with aerial photographs</p> <p>select a map for a specific purpose</p> <p>begin to use atlases to find out about other features of places</p>	<p>use 8 compass points confidently and accurately</p> <p>use 4 figure co-ordinates confidently to locate features on a map</p> <p>begin to use 6 figure grid references</p> <p>use latitude and longitude on atlas maps</p> <p>follow a short route on an OS map</p> <p>describe features shown on an OS map</p> <p>locate places on a world map</p> <p>use atlases to find out about other features of places</p>

## Impact (End points)

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>By end of the Summer Term</b>	<p>Children in Nursery will be able to:</p> <ul style="list-style-type: none"> <li>&gt; understand position through words alone/ describe a familiar route/ discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>&gt; use all their senses in hands-on exploration of natural materials/ begin to understand the need to respect and care for the natural environment and all living things/ know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>	<p>Children in Reception will be able to:</p> <ul style="list-style-type: none"> <li>&gt; draw information from a simple map/ recognise some similarities and differences between life in this country and life in other countries/ explore the natural world around them/ recognise some environments that are different to the one in which they live</li> </ul> <p>E.L.Gs.:</p> <ul style="list-style-type: none"> <li>&gt; describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>&gt; explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</li> </ul>	<p>Children in Year 1 will be able to:</p> <ul style="list-style-type: none"> <li>&gt; use simple fieldwork and observational skills to study the geography of the school/ use simple locational and directional language (near and far; left and right)/ use maps and atlases to identify the United Kingdom and its countries/ draw a simple map of a real or imaginary place</li> <li>&gt; complete a simple weather chart and answer questions about the weather in the United Kingdom/ make plausible predictions about what the weather may be like later in the day or tomorrow in the United Kingdom/ explain how the weather changes</li> </ul>	<p>Children in Year 2 will be able to:</p> <ul style="list-style-type: none"> <li>&gt; use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment/ use aerial photographs and plans to recognise some landmarks/ point out North, South, East and West on a map and compass/ use world maps and atlases to identify some countries, continents and oceans</li> <li>&gt; describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley/ explain what facilities a town or village might need/ recognise when people spoil the area or make it better/</li> </ul>	<p>Children in Year 3 will be able to:</p> <ul style="list-style-type: none"> <li>&gt; use correct geographical words to describe a place and the things that happen there/ recognise some basic OS map symbols/ use maps and atlases appropriately by using contents and indexes/ use digital maps to locate countries/ present the physical features in a locality using sketch maps</li> <li>&gt; describe how volcanoes are created/ describe how earthquakes are created/ know the parts of a river</li> <li>&gt; locate and name some of the world's most famous volcanoes/ name a number of countries in Europe/ name and locate the capital cities of neighbouring European countries/</li> </ul>	<p>Children in Year 4 will be able to:</p> <ul style="list-style-type: none"> <li>&gt; research features of cities and villages/ use digital maps to identify different locations/ use digital technologies to accurately measure the distance between two locations/ use symbols and keys on maps to build their knowledge of the UK and the wider world/ observe and measure human and physical features in the local area using charts and graphs to record and present findings</li> <li>&gt; recognise and explain how people are trying to manage their environment to improve it and keep them safe/ explain why people are attracted to living in cities/ explain why people may choose</li> </ul>	<p>Children in Year 5 will be able to:</p> <ul style="list-style-type: none"> <li>&gt; communicate their findings using the appropriate vocabulary/ use atlases and digital maps to locate countries and locations/ use the 8 points of the compass and 4 and 6 figure grid references/ use digital technologies to measure and record human and physical features in the local area/ use digital technologies to locate features within 6 figure grid references</li> <li>&gt; explain how a location fits into its wider geographical location; reference to human and economical features/ recognise how physical and human characteristics can affect the lives</li> </ul>	<p>Children in Year 6 will be able to:</p> <ul style="list-style-type: none"> <li>&gt; use OS maps to answer questions/ recognise all key symbols used on ordnance survey maps/ use maps, aerial photos, plans and web resources to describe what a locality might be like/ create a scale plan of the local area, using digital technologies to measure, observe and record distances and geographical features</li> <li>&gt; give an extended description of the human features of different places around the world/ can understand the term sustainable development/ name the mountain regions of North and South America</li> </ul>

		<p>texts and (when appropriate) maps</p> <p>&gt; 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</p> <p>&gt; understand some important processes and changes in the natural world around them, including the seasons</p>	<p>with each season in the United Kingdom</p> <p>&gt; name the 4 countries of the UK and Hillingdon, where they live</p> <p>&gt; compare similarities and differences between my local area and an area in another country</p>	<p>draw similarities and differences between different locations in the world/ explain the main features of a hot and cold place and locate a hot and cold region of the world/ name key features associated with a town or village</p> <p>&gt; name the capital cities of England, Wales, Scotland and Ireland/ name the continents of the world/ name the world's oceans/ identify the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>&gt; identify some similarities and differences between an area of the UK (Greater London) and a contrasting non-European country (Kenya)</p>	<p>name and locate many of the world's major rivers on maps</p> <p>&gt; identify physical features within a locality/ explain why a locality has certain physical features</p>	<p>to live in a village rather than a city/ report on ways in which humans have both improved and damaged the environment</p> <p>&gt; know the difference between the British Isles, Great Britain and UK/ name up to six cities in the UK and locate them on a map/ locate and name some of the main islands that surround the U.K./ name several counties of Britain including those neighbouring where they live</p> <p>&gt; be aware that different places may have both similar and different characteristics/ explain how a locality has changed over time with reference to physical features</p>	<p>and activities of people living there</p> <p>&gt; name and locate many of the world's most famous mountain regions on maps/ name the largest desert in the world/ use digital technologies to understand how land use has changed over time/use digital technologies to locate the Equator and the Tropics of Cancer and Capricorn/ identify key topographical features and land use patterns</p> <p>&gt; begin to recognise the climate for a given country according to its location on the map</p>	<p>&gt; locate the USA and Canada on a world map and atlas/ identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles/ name the main lines of latitude and longitude/ explain how the time zones work/ locate and name the main countries in South America on a world map and atlas</p> <p>&gt; understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America</p>
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