



St Jude's Catholic Primary School

Geography Whole School Progression Map								
	Preschool	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Name and locate areas around Preschool and grounds and recognise features. Recognise geographical features in stories.	Name and locate areas around our school setting and the grounds. Discuss their immediate environment using knowledge from observation, discussion and maps.	Name and locate the world's seven continents and five oceans	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – North America, USA, New York Name and locate countries and cities of the United Kingdom, geographical regions and identifying their human and physical characteristics, key topographical features (including hills, mountains, coasts	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – Europe, Italy, Naples Name and locate countries and cities	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) locate the world's countries, using maps to focus on and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – South America, Brazil, Manaus Name and locate countries and cities	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) locate the world's countries, using maps to focus on and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – Asia, China & Nepal Name and locate countries and cities of the United



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					and rivers) and use land-use patterns; and understand how some of these aspects have changed over time – London	of the United Kingdom, geographical regions and identifying their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and use land-use patterns; and understand how some of these aspects have changed over time – Manchester	of the United Kingdom, geographical regions and identifying their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and use land-use patterns; and understand how some of these aspects have changed over time – Liverpool	Kingdom, geographical regions and identifying their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and use land-use patterns; and understand how some of these aspects have changed over time – Lake District
Place knowledge	Know that there are different countries in the world using stories and discussions about holidays.	Know some similarities and differences between contrasting environments in this country. Recognise some similarities and differences between contrasting environments in our country and other countries drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Understand 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	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom - London , a region in a European country, and a region within North or South America – New York	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom - Manchester , a region in a European country, and a region within North or South America – Italy, Naples	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom - Liverpool , a region in a European country, and a region within North or South America – South America, Manaus	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom – Lake District , a region in a European country, and a region within North or South America



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Human and physical geography	Observe the weather.	I can use everyday vocabulary to name common physical features. Observing weather and seasons.	identify seasonal and daily weather patterns in the United Kingdom	identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	human geography, including: types of settlement and land use, economic activity including trade links , and the distribution of natural resources including energy, food, minerals and water	human geography, including: types of settlement and land use, economic activity including trade links , and the distribution of natural resources including energy, food, minerals and water	human geography, including: types of settlement and land use, economic activity including trade links , and the distribution of natural resources including energy, food, minerals and water	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Human and physical geography	Begin to show an interest in different jobs people do, recognise places where people work.	Show respect of different cultures.	use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	physical geography, including: climate zones, biomes and vegetation belts , rivers, mountains, volcanoes and earthquakes, and the water cycle	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes , and the water cycle	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle



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<p>Geographical Skills and Fieldwork</p>	<p>Use simple maps, recognise water as blue and land as green on the maps.</p>	<p>Observe closely what is around me and make comments on what I see.</p> <p>Use simple maps and photographs.</p> <p>Devise simple maps.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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>Wigan Day</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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>Wigan Day, Manchester</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) 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 in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies –</p> <p>Wigan Day, Liverpool</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) 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 in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies –</p> <p>Wigan Day, Lake District</p>
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