Beam County Primary School: Progression Map Subject: Geography

Key Concepts

Place (home, community, landscape, sense of place, different types, size, location) Enquiry (curiosity, questioning, selecting, investigating, exploring, experiencing, collecting, analysing) Change (over time, space, scale, alternate futures, environment, resources, sustainability) Diversity (similarity, difference, comparison, perspective, cultures, identities, values, bias) Interconnections (interactions between people, environments, spaces, events, cause & effect)

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UTW: The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.

C&L: Echoing back what children say with new vocabulary added, practitioners will build children's language effectively.

NC Alignment KS1

• Understand geographical similarities and differences through studying the human and physical geography of a small area in the United Kingdom, and of a small area in a contrasting non-European country.

• Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

KS2

• Understand geographical similarities and differences through studying the human and physical geography of a small area in the United Kingdom, a region in a European country and a region within North or South America.

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

Substantive	2 Make simple	Substantive	Substantive	Substantive	Substantive	Substantive	Substantive	2 Have
	observations of							developed
Know the name	the world	Name and identify	Name and identify	Name, locate and	Use a range of	Name, locate and	Identify the position	skills of
of the school	around them	characteristics of	characteristics of the	map the	resources to	map the cities,	and significance of	navigation
they attend and	and verbally	the four countries	four countries and	geographical	describe and	countries,	latitude, longitude,	using atlases
the town they	share these.	and capital	capital cities of the UK	/environmental	identify a location's	environmental	Equator, Northern	and maps and
live in.		cities of the UK	and surrounding seas	countries, counties	key physical and	regions, key	Hemisphere,	ability to recall
		and surrounding	Name and Islands as a	and regions of the	human features	physical and human	Southern	knowledge of
Know they live		seas on a map.	Name and locate some	UK, including	and understand	characteristics of	Hemisphere, the	place and
in England the		Understand	major cities in the UK.	topographical features and land use	how some of these	Europe, North and South America	Tropics of Cancer and Capricorn, Arctic	location.
capital city is		countries are	Identify key landmarks	patterns.	aspects have changed over time.	South America	and Antarctic Circle.	
called London.		grouped into	in London.	patterns.	changed over time.	Explain how globes	anu Antarctic Circle.	
Degin to nome		continents.	In London.	Know that Europe is	Disciplinary	are divided into	Explain that a time	
Begin to name		continents.	Locate the North and	made up of different	Disciplinary	lines of latitude and	zone is identified	
prominent countries.		Name and locate	South polar regions.	countries, seas and	Make reasoned	meridian of	using longitude.	
countines.		the world's 7	South polar regions.	regions.	judgements about	longitude.	Understand term	
		continents and 5	Use a range of maps,	regionsi	where pictures	longiculue.	GMT.	
		oceans	atlases and a globe to	Know Greece has a	might have been	Recall the 8	GITT	
			locate the UK and its	mainland and	taken and defend	compass points to	Collect and analyse	
		Name and describe	countries	thousands of islands.	opinion e.g. an	describe direction	statistics and	
		features of the 4			image of a ski	and location.	other information in	
		seasons.	Recall the 4 compass	Know that tourism is	slope is within the		order to answer	
			points.	important to Greece.	mountainous area	To interpret 4	questions posed	
		Use locational and			of the map.	figure grid	and draw clear	
		directional	Name and locate the	Locate and name		references.	conclusions about	
		language (near,	equator, tropic lines	world countries,	Select the most		locations.	
		far, left, right etc).	and poles on a map.	identify some	appropriate sources	Use GPS (latitude		
				human and physical	and communication	longitude reference)	Use 6 figure grid	
		Disciplinary	Identify Southend's	characteristics using	strategies for	to locate range of	references.	
			location and its coast.	maps.	different purposes	key locations.		
		Make connections			and audiences.		Read and calculate	
		between countries	Disciplinary	Know countries are		Use Geographical	distances from a	
		of the UK (and its		separated by		Information	scale.	
		neighbours)	Study my local area	borders.		Systems (GIS) to	Dissipling	
		Interact with the	ask and answer	Know como		view, analyse and	Disciplinary	
		local area	geographical questions e.g. What can I	Know some frequently used map		interpret places and data.	Reflect and analyse	
		(including school	see/hear/smell/feel in	symbols.		udid.	on a completed	
		grounds) and	this place? Can I	Symbols.		Navigate a simple	enquiry's success	
		develop a sense of	describe the place?	Disciplinary		route using an	both in terms of the	
		scale and detail.	What do people do			ordnance survey	new knowledge	
			here? Explore with	Make assumptions		map.	gained and	
		Understand that	senses	about place and			assimilated and also	
		the earth is a		space from maps.		Understand scale	in terms of the	
		sphere and maps	Express own views			factor	steps carried out.	
		are a 2D	about a place, people	Interpret a key				
		representation.	and environment. Do I			Disciplinary		
			like living here why?					

	Ask predictive and analytical (higher order) questions to consider why or how geographical processes impact or affect the environment and	
	human way of life. Research and interpret data sources to explain cause, effect and interdependence.	

UTW: The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.

UTW: As well as building important knowledge, this extends children's familiarity with words that support understanding across domains.

NC Alignment

- KS1
 - 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
 - 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
 - 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
 - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

KS2

- 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
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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)
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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

Substantive	3 Describe their	Substantive	Substantive	Substantive	Substantive	Substantive	Substantive	3 Gained an
	immediate							understanding
Identify what a	environment	Describe different	Identify and discuss	Identify physical	Understand the	Know a biome is a	Recall multiple	of formation of
habitat is.	using	types of weather.	the seasonal and	features of parts of a	process of the	group of animals	climates and biomes	Earth's
	knowledge from		weather patterns in the	river explaining the	water cycle and	and plants that	and explain the	physical
Explore the	observation,	Identify and talk	UK. Have an	processes acting on	that this is an	have similar	characteristics and	features and
different oceans	discussions,	about daily	understanding that	them and how	important physical	characteristics	issues that underpin	common
of the world.	stories, non-	weather and some	there are significant	humans manage	process.	because of the	them.	processes (e.g.
	fiction texts and	features of the 4	differences at a global	them.		climate they live in.		weather,
Identify simple	maps.	seasons in their	level.		Know that water		Identify physical	tectonic
differences in		locality. Have some		Understand the	evaporates off all	Explain common	features of a	activity, water
weather		awareness of how	Locate, describe and	physical geography	surfaces.	characteristics of a	coastline, explain	cycle).
between a local		the weather may	consider why hot areas	of rivers.		biome in a	the processes acting	
and far away		vary across the UK	of the world are where		Know that heavy	particular climate	on them and how	
place.		and globally.	they are in relation to	Describe a place in	rainfall and	area.	humans manage	
			the Equator and cold	terms of how	impermeable		them.	

Identify the	Explore the	areas relative to the	economically	surfaces can lead	Know a vegetation		
names of the	physical and	North and South poles.	developed it is,	to flooding.	zone is an area	Understand key	
four seasons.	human features of		including distribution		that has a certain	aspects of human	
	the capital cities in	Expand geographical	of natural resources.	Collect statistics	kind of soil, plants	geography such as:	
Describe what	the UK.	vocabulary to describe		about people and	and weather	economic activity	
they see during		the key physical and	Understand key	places and present	patterns.	including trade	
a particular	Locate and	human features of	aspects of human	them in the most		links.	
season.	describe hot and	rural and urban	geography such as	appropriate ways.	Locate vegetation		
	cold areas of the	environments and what	the distribution of		zones on a map	Summarise the	
Disciplinary	world in relation to	might happen there.	natural resources	Know that tectonic	and describe some	impact that people	
	the equator, North		including energy,	plates sit on top of	of their features.	have on their	
Explore the	and South Poles.	Disciplinary	food, minerals and	a layer of molten		environment and	
importance of			water.	lava and it is how	Understand the	how they are trying	
weather in the	Disciplinary	Make predictions about		these plates	physical geography	to manage an	
survival of		where hot and cold	Understand climate is	interact which	of mountains	environment.	
minibeasts in a	Weigh up	places are at a local	the usual condition of	cause volcanoes			
habitat.	arguments and	(shade/wind) and	weather, rainfall,	and earthquakes.	Understand the	Identify the farming	
	opinions about	global scale (equator)?	humidity and wind in		physical geography	and factory	
Visit the local	where I would like	Will those places	a place.	Explain the effects	including: climate	methods used in the	
Beam river to	to live.	always be hot/cold can	Maria Irana altarata Iraa	of a volcanic	zones, biomes and	UK and Ghana.	
explore human	Management	evidence be found for	View how climate has	eruption.	vegetation belts.	the development date of	
and physical	Measure seasonal	climate change?	affected the building	Evelotion wheel	Lindowstowal Jacob	Understand the	
features of that	trends by taking	Cuesta descriptions of	of homes.	Explain what	Understand how	geographical	
area.	temperature readings and	Create descriptions of	Dissiplinger	causes earthquakes and what the	human and physical processes	significance of the world's oceans.	
	5	places using geographical vocab.	Disciplinary	effects would be.	interact to have an	wond's oceans.	
Explore the	observing seasonal features.	geographical vocab.	Join in with reasoned	effects would be.	impact on	Disciplinary	
weather in hot	reatures.		discussion and	Explain the effects	landscapes both in	Disciplinary	
and cold	Explore what life		debate, justifying a	of a hurricane and	terms of spatial	Develop	
places.	might be like in the		viewpoint whether in	how they form.	variation and	understanding of	
	UK if it was		role or reflecting	now they form.	change over time.	the technical	
	cold/hot all year		personal opinion.	Explain the effects	change over time.	geographical	
	around.		personal opinion.	of a tsunami and	Disciplinary	language for	
	dround.		Develop	how they form.	Disciplinary	hemispheres,	
	Observe, measure,		understanding of the	now ency form.	Reflect on how	tropics, oceans and	
	record, analyse		technical	Disciplinary	processes are often	currents.	
	and communicate		geographical	,	interdependent and		
	change over time		language for rivers.	Create possible	change over time.	Discuss, debate,	
	linked to weather			solutions to the		weigh and balance	
	and seasons		Measure the velocity	impacts of physical	Develop	evidence to make	
	including what		of a river.	and human	understanding of	decisions	
	people do and			processes such as	the technical	considering ethical,	
	wear.			natural disasters.	geographical	moral and cultural	
					language for	viewpoints.	
				Make comparisons	biomes and	-	
				and reflect on the	mountains.		
				reasons for the			
				disparity in scale			
				and impact of			

	events and processes.	
	Develop understanding of the technical geographical language for the water cycle and tectonic activity.	

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UTW: As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

C&L: Echoing back what children say with new vocabulary added, practitioners will build children's language effectively.

NC Alignment

KS1

- 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
- 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
- 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
- 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.

KS2

- 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
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Use fieldwork to observe, measure, record and present the human and physical features in the local area

Substantive	4 Understand	Substantive	Substantive	Substantive	Substantive	Substantive	Substantive	4 Gained an
	the effect their							understanding
Learn about	behaviour can	Explain how every	Know the value of	Know climate change	Climate change is	Know deforestation	A Ghanian cocoa	of how the
recycling and	have on the	day actions can	green spaces and	is a change in global	causing people to	is the action of	farmer cannot often	earth has been
looking after	environment.	help reduce waste	parks in cities like	climate patterns.	migrate from their	systematically	afford to carry out	affected by
their local area.		and save energy	London.		homes due to	clearing a wide	sustainable farming	humans and
		such as recycling		Understand that the	extreme weather	area of trees and	practices.	resolve to alter
Understand that		and walking or		widely accepted	events and slow	that the		their behaviour
pollution affects		using transport.	Disciplinary	theory is that climate	onset	consequences are a	Know that there are	(i.e. climate
the local area				change has been	environmental	loss of animal	17 Sustainable	change,
and, on a larger		Explain the	Can any patterns be	caused by humans.	changes.	habitats and a	Development Goals.	sustainability).
scale, the		importance of our	spotted? Is everywhere			reduction of		
world.		oceans to our	'equal'? Are places	Recognise how using	Human activity can	oxygen levels.	Understand food	
		planet.	sustainable?	fossil fuels can cause	affect the water		miles are the	
Name different				problems for the	cycle.	Identify how	distance a product	
modes of		Disciplinary	Design ways to be	environment.		climate can impact	has travelled from	
transport and			more sustainable in our		Disciplinary	ecosystems.	where it is grown or	
where they		Conduct a litter	lives and think how this	Understand the			produced to where	
travel.		pick, identifying	could make a	differences between	Make predictions	Identify how the	it is eaten.	
		what is recyclable	difference (planting	renewable and non-	around further	global transport		
		and what is not.	trees etc).	renewable energy	questions raised	industry affects the	Know that future is	
				sources and give	and their future	environment.	an important	
		Use the results of a		examples of both.	impact.		element of	
		questionnaire on				Disciplinary	geography.	
		travelling to school		Disciplinary	Know how to			
		to identify the			reason, justify and	Describe how	Assess the	
		importance of		Articulate reasons	advise around	locations around	environmental	
		walking to school		why some features	future actions.	the world are	challenges	

				place be like in the future?" Analyse how the use of natural resources has changed on Earth. Draw conclusions and develop informed reasons for future change.		reasons for change Recognise geographical patterns from land use to climate change and sustainability.	industry. Disciplinary Explain the role and importance of SDGs. Interpret models of change, extrapolate to predict the future, support this with first hand experiences embedded in local space. Examine how globalisation has impacted the world. Examine the effect of climate change	
							on oceans and	
	and range of children's per		s their knowledge and sense of t with words that support understa				on oceans and coastal landscapes.	
UTW: The frequency a UTW: As well as build	and range of children's per							
UTW: The frequency a UTW: As well as build	and range of children's per ling important knowledge, t (S2 National Curriculum) 5 Describe their					Substantive		5 Developed
UTW: The frequency a UTW: As well as build Not within the KS1/K	and range of children's per ling important knowledge, t KS2 National Curriculum	his extends their familiarity	with words that support understa	anding across domains.	ocate countries and ed ate simple graphs and cualise data and	Substantive Know that stating fac without giving an opi being objective. Take an objective sta Use maps, atlases, gl computer mapping to	coastal landscapes.	5 Developed powers of interpretation and their written, oral and geographical expression (i.e. maps, data, fieldwork).

			1	
	on a map of the	Compare two different	Explain trends and patterns that have been	
	local area.	areas based on land	observed.	Disciplinary
identify key		use via aerial images.	Disciplinary	
	Use basic			Know how to connect economics, social,
	geographical	Use large scale maps	Know how to use maps to identify, locate,	environment and decision making
	vocabulary to refer	and 3D globes.	explain and make comparisons.	processes.
	to key physical and	.		
	human features in	Disciplinary	Know how to enquire and compare what life	Carry out SWOT analysis of methodology:
	the local area.	Know how to carry out	is like in different places.	what would you do differently next time,
photographs	Use aerial	an enquiry about a		why?
	photographs, hand	place by asking questions and	Know how to observe and map features and	Reflect on bias and inaccuracies within
	drawn maps and	collecting and	attractions in own locality.	fieldwork carried out and possible
	simple label maps.	interpreting		solutions.
J	simple label maps.	information from a	Know how to evaluate based on a range of	Solutions.
recognise what is being	Create a	range of sources	perspectives.	Create bias to support purpose e.g.:
lo bollig	questionnaire to	range of sources	Know how to design and carry out a fair	photos capturing a specific place at a
	gauge opinion.	Observe and record	test	specific time.
	Jeage opinion	information about the		
	Disciplinary	features of the local	Know how to recognise and explain	Compare and contrast your experiences
	Suggest reasons or	area e.g. where is the	interconnections between cause and effect.	with the perceptions and experiences of
	causes for	closest bus		others and consider why they might differ.
	differences and	stop/bridge/shop to	Know how to measure, record, observe and	
	similarities within	school?, Justify why	map information.	
	the area.	they might they be		
		there.	Know how to connect thinking to solve	
	Observe and		problems.	
	record human and	Make detailed		
	physical features in	observations from	Know how to create geographical questions	
	the locality.	different viewpoints:	to compare place and space, fact and	
		birds eye, bugs eye,	opinion, within a surveys/questionnaire.	
	Consider various	through a telescope, at		
	viewpoints.	eye level record by	Know how to interpret the landscape, its	
	Create and	creating memory maps	features and how people interact with it	
	Create and	using artefacts found.	through careful observation.	
	communicate a 'best' route using	Collect data by asking	Kanada kana kanalara di Ulari	
	locational and	people their opinions	Know how to develop connection with the	
	directional	about an area, how it	world through sensory exploration and	
	language	has changed and how	building a sense of responsibility.	
	language	it might look in the		
	Communicate and	future.		
	present findings			
	using labelled	Sketch and photograph		
	maps, sketches	interesting things/local		
	and written	landmarks in the local		
	commentary.	area and explain/make		
		value judgements on		
	Reason and justify	how they might make		
	an opinion.			

Select and sort information.	it attractive/ unattractive.	
	Design and explain a range of improvements. Is there any spatial variation?	

UTW: The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.

UTW: As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

C&L: Echoing back what children say with new vocabulary added, practitioners will build children's language effectively.

Mathematics: Rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

NC Alignment

KS1

- 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 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
- Devise a simple map; and use and construct basic symbols in a key
- 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.

KS2

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.