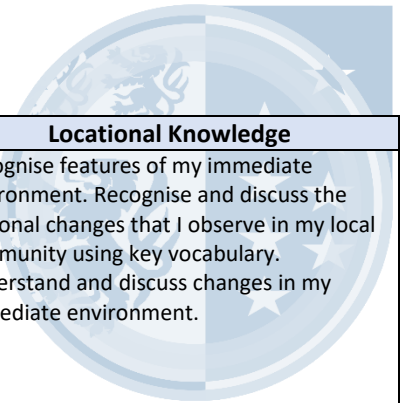


Countess Gytha Primary School
Geography Curriculum Concept Progression

	Mapping Skills: Locating on a global scale	Mapping Skills: Navigating on a local scale	Mapping Skills: Encoding	Observing and Recording	Understanding Interconnections	Geographical Questions
Year 1	Use world maps, globes and atlases to locate the United Kingdom, its four countries and capital cities and its surrounding seas and oceans.	Use directional language such as near and far, left and right. Begin to use the four points of the compass on maps, aerial photographs and in the environment.	Create physical 3D maps of the local environment including school, village or local town.	Record simple observations in the local environment of a geographical feature, such as the weather or biodiversity in a habitat.	Understand that their environment is part of a larger context – zooming out and zooming in.	What is this place like? Why is this place like this? Why is this place here and not there?
Year 2	Use world maps, globes and atlases to locate the world's seven continents and five oceans.	Use the four points of the compass, maps and aerial photographs to navigate the local environment.	Draw maps which include simple pictures or symbols to represent the local environment, including classroom, school, village or local town.	Record observations from the local environment and present these findings in a simple way.	Understand the country's place within the UK and the UK's place within Europe and how Europe relates to the rest of the world geographically.	How is this place changing? How do we know about this place?
Year 3	Identify countries studied, physical and human features on a variety of world maps, globes, atlases and digital mapping tools.	Use the eight points of the compass, maps and aerial photographs to navigate the local environment.	Draw maps of a local environment including an accurately oriented compass, using symbols and a key to represent human and physical features.	Plan and carry out a simple fieldwork exercise involving counting and recording in the local environment and present findings.	Explain how people in the UK rely on other parts of the world in terms of agriculture and food production.	Has this place always been the same? How might this place change in the future?
Year 4	Continue to identify countries studied and physical and human features on a variety of world maps, globes, atlases and digital mapping tools.	Use simple co-ordinates to locate places on a map or aerial photograph. Use keys and symbols to locate significant places on OS maps of different landscapes and environments.	Draw maps of an environment explored, including simple co-ordinates, symbols and a key.	With support, plan their own observations of a local environment and begin to analyse and interpret the findings.	Understand simply why different biomes and vegetation belts exist in different locations and how they relate to physical processes like rainfall and temperature.	How is this place similar or different to another place?
Year 5	Be increasingly confident with identifying countries studied and physical and human features on a variety of world maps, globes, atlases and digital mapping tools.	Use four figure grid references to locate places on a variety of maps and aerial photographs, including OS maps of varied locations. Increase automaticity with OS symbols to aid navigation and location.	Use digital mapping software to accurately measure a studied environment and use this to create their own maps.	With increasing independence, plan their own observation of a local environment and draw conclusions about the geographical nature of a place.	Explain why biodiversity is important to human survival and how human actions are impacting the natural world.	
Year 6	Confidently identify countries studied and physical and human features on a variety of world maps, globes, atlases and digital mapping tools.	Use six figure grid references to locate places on a map. Navigate with OS maps and aerial photography.	Recreate accurately scaled maps of a studied setting, including co-ordinates and recognisable symbols to represent human and physical features.	Undertake a detailed observation and geographical recording of an unfamiliar location, including measurements and presentation of findings, conclusions and evaluations.	Explain in detail how some global systems rely on one another in both human and physical geography, e.g. trade relationships, food, water cycles etc.	

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Geography Curriculum Concept Progression



	Geographical Skills and Fieldwork	Human and Physical Geography	Place Knowledge	Locational Knowledge
Reception	Recognise features immediate environment. Discuss immediate environment using positional language. Have awareness of maps and what they are used for. Use maps to find key features of local environments.	Explore the world around me using my senses. Show awareness of seasons and weathers. Understand how to respect and care for the natural environment and all living things. Recognise seasonal weather features.	Know that there are other places in the world. Recognise that there are places different to where I live. Discuss similarities and differences about my local environment and others using geographical vocabulary. Recognise similarities and differences between this country and lives of others i.e. language. Recognise that the weather can be different in other countries.	Recognise features of my immediate environment. Recognise and discuss the seasonal changes that I observe in my local community using key vocabulary. Understand and discuss changes in my immediate environment.
Year 1/2	Present geographical information using simple maps and graphs. Begin to use OS maps, atlases, globes and aerial photographs.	Begin to identify some human and physical features and processes. Identify physical features and processes and describe how they are different from human ones.	Begin to describe a geographical location. Describe a geographical location, thinking about what it would be like to live there.	Begin to describe a place in terms of its location.
Year 2/3	Begin to use OS maps, atlases, globes and aerial photographs. Use basic OS symbols and begin to use 4 figure grid references on a map. I can use an atlas to find places.	Identify physical features and processes and describe how they are different from human ones. Describe how some physical features and processes are formed, e.g. mountains, volcanoes and earthquakes. Understand some aspects of human geography such as trade, transport and settlements.	Describe a geographical location, thinking about what it would be like to live there. Describe what it is like to live in places with specific physical features and processes of geography, such as mountains, volcanoes and earthquakes.	Describe a place in terms of its location. Locate some areas of the world where specific physical features and processes occur, e.g. mountains, volcanoes, earthquakes, biomes.
Year 4/5	Confidently use OS maps, atlases, globes, aerial photographs and 4 and 6 figure grid references.	Describe how different physical features and processes are formed, e.g. mountains, volcanoes and earthquakes. Describe and understand key aspects of human geography such as trade, transport and settlements in greater depth.	Understand the advantages and disadvantages of living in a place with a specific physical feature or process of geography, such as mountains, volcanoes and earthquakes. Talk about a country referencing geographical features such as trade, land use etc.	Locate areas of the world where specific physical features and processes occur, e.g. mountains, volcanoes, earthquakes, biomes. Locate some different countries and cities in Europe and the wider world as well as key geographical features.
Year 5/6	Use OS symbols and use 6 figure grid references. Use maps to explain how time zones work and compare and contrast different locations of the world in terms of resources, climate, trade, settlements	Describe how different physical features and processes are formed and explain the impact they have, e.g. rivers, rainforests. Describe and understand some aspects of human geography such as land use, natural resources, energy and economic activity.	Compare and contrast different countries, referencing geographical features such as trade, land use etc	Locate some different countries and cities in Europe and the wider world as well as key geographical features.