

# Geography Progression Pathway

## Broad substantive concepts to be revisited throughout the pathway

- Defining physical and human characteristics
- Contextual knowledge of the location of significant places across the world
- Understanding of the processes that give rise to physical and human geographical features across the world
- Collect, analyse and communicate data gathered from fieldwork opportunities
- Interpret a range of sources of geographical information
- Communicate geographical information in a range of ways

Year Group	Big Question	Key Geographical Knowledge (Teaching blocks) Human and Physical Geography	Vocabulary	Meaningful Examples	Opportunities for Spiritual Development
Nursery	Where do I live?  What's it like to be beside the seaside?  Where can we go in the world?	<ul style="list-style-type: none"> <li>• Use their senses in hands on exploration of natural materials.</li> <li>• Talk about land and water and begin to understand the difference.</li> <li>• Begin to think about natural objects in the world, trees, plants – grow from the ground.</li> <li>• Begin to understand the need to respect and care for the natural environment and living things.</li> <li>• Talk about the weather</li> <li>• Know what a road is</li> <li>• Know that they live in a home that has been built by humans (man made)</li> </ul>	Weather, hot, cold, soil, road, house, home seaside, school, sea, car, beach, bus, sand, world, water, see	Kidsgrove School area Home The bank	Building a sense of identity  Sing songs about the beach or seaside  Finding their place in the community, where they live, where they go to school  Building up their awareness of the world  Exploring the local environment
Reception	What's it like in Africa?	<ul style="list-style-type: none"> <li>• Talk about what they might see in a city</li> <li>• Talk about what they might see at a seaside</li> <li>• Begin to think about why a city is different to the seaside</li> </ul>	season, world, village, countryside, farm, factory, house, hill, sea, beach, shop,	London Llandudno/ Blackpool Africa – The Savanah	Building a sense of identity and understanding the world around them

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	<p>What is my local area?</p> <p>What is a city?</p>	<ul style="list-style-type: none"> <li>• Talk about what daily weathers we might see</li> <li>• Know what the seasons are and how the weather changes in each season</li> <li>• Explore what it's like in Africa, how is the weather different, the animals and the fruits we might find there.</li> <li>• Talk about where they live</li> <li>• Know that our local area is Kidsgrove</li> <li>• Name places we might go to in Kidsgrove</li> <li>• Describe human and physical features of Kidsgrove.</li> </ul>	<p>map, spring, summer, autumn. Winter, Africa</p>		<p>Appreciating the natural world – nature walks</p> <p>Singing songs</p> <p>Visiting local area places</p> <p>Exploring the local environment</p>
Year 1	<p>Where do the wheels on the bus go?</p>	<ul style="list-style-type: none"> <li>• Know their address including their postcode.</li> <li>• Know how to read a simple street map.</li> <li>• Know the names of at least cities in the United Kingdom</li> <li>• Know about what happens at an airport.</li> <li>• Know about what happens at a train station</li> <li>• Know the capital cities of capital cities in the United Kingdom.</li> <li>• Know the difference between a village, town and city.</li> <li>• Know what old trains buses, cars and planes looked like.</li> </ul>	<p>Address, postcode, map, symbol, street, locality, building, village, city, town, famous, capital city, traffic sign, pedestrian, airport, luggage, train station, aeroplane</p>	<p>River Thames Scarfell Pyke Giants Causeway Edinburgh Castle Wembley Stadium Cardiff Castle, London</p>	<p>Awe and wonder at the size of the world using google maps.</p>
	<p>Why does the weather change in different parts of the world?</p>	<ul style="list-style-type: none"> <li>• Know where the equator is and point to it on a globe.</li> <li>• Know where the North and South Poles are and point to them on a globe.</li> <li>• Know which animals live next to the equator, North and South Poles.</li> <li>• Know how animals living in the North and South Pole keep warm.</li> <li>• Know what clothes to wear on hot and cold days.</li> <li>• Know why people tend to like hot places for</li> <li>• Know what a hot or cold colour is.</li> </ul>	<p>Map, globe, North pole, South pole, equator, compass, hot, cold, climate, weather, seasons, fruit, vegetables, plants,</p>	<p>Penguins and polar bears Red for hot Blue for cold</p>	<p>Identifying special places and places that are meaningful to them.</p> <p>Understanding that places may change over time.</p> <p>Appreciating the seasons and the change of the world around us</p>

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					Thinking about climate
	What is it like near St Thomas'?	<ul style="list-style-type: none"> <li>• Know the symbols for school and church on a map.</li> <li>• Locate St Thomas' church and school on a map of Kidsgrove.</li> <li>• Identify the different types of houses and homes that are found around the school and in Kidsgrove.</li> <li>• Name some places that can be found in Kidsgrove.</li> <li>• Identify different activities that take place within the community of Kidsgrove</li> </ul>	School, church, map, symbol, bungalow, house, home, flat, apartment, terraced, detached, semi-detached, community	Library St Thomas' church St Thomas' school Town hall	Look at the local community on a walk around and look at the parts that look nice and those that can be improved. Look for ways of improving the area.
Year 2	Where in the world can I go on holiday?	<ul style="list-style-type: none"> <li>• Name and locate the seven continents of the world</li> <li>• Compare the seven continents – looking at size, population etc.</li> <li>• Name and locate the 5 oceans</li> <li>• Know that borders separate countries</li> <li>• Know that the UK is part of Europe and locate on map</li> <li>• Know that the UK is made up of 4 countries</li> <li>• Know the capitals of those countries</li> <li>• Identify ways to travel to different places across the world.</li> </ul>	Continent, ocean, Europe Asia, Africa, Australia, Antarctica, North America, South America, country, population, border, location, seas	How to travel to Australia, Llandudno and London. Going on a cruise.	Awe and wonder noticing how small the United Kingdom is on the globe. Gain an interest on different cultures across the world.

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	<p>Would you prefer to live in England or Africa?</p>	<ul style="list-style-type: none"> <li>• Know about the lives of people who live outside Europe.</li> <li>• Know that there life is different to so many children in the world.</li> <li>• Know what schools are like in Kenya.</li> <li>• Know that the climate in England is very different to so many other places in the world.</li> <li>• Know that the animals living in the wild would be different in countries outside the UK.</li> <li>• Know that the types of fruit and vegetables grown depends on the country's climate.</li> <li>• Know that the physical environment is different in different parts of the world.</li> <li>• Know that the style of art can be different according to where you live.</li> </ul>	<p>Climate, location, history, Africa, Kenya, drought, wild, weather, climate, physical environment</p>	<p>Africa – Kenya</p>	<p>Appreciating their place in the world, becoming a global citizen. Create an art exhibition to show Kenyan art.</p>
	<p>What is it like in Kidsgrove?</p>	<ul style="list-style-type: none"> <li>• Name and describe some human and physical features in Kidsgrove.</li> <li>• Know different ways of travelling around Kidsgrove.</li> <li>• Know what buildings are used for around Kidsgrove.</li> <li>• Name and describe different jobs people do around Kidsgrove.</li> <li>• Name what people may do for leisure in and around Kidsgrove.</li> <li>• Identify symbols on a map and use them to find key features in Kidsgrove.</li> <li>• Identify ways to improve the local area.</li> </ul>	<p>Human and physical features, transport, residential, business, jobs, leisure, town, town hall, map, symbols</p>	<p>Tesco, Aldi, Kidsgrove town centre and the different businesses there.</p>	<p>Write a letter to the council/MP to suggest ways to improve a particular area within Kidsgrove.</p>

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Year Group	Big Question	Key Geographical Knowledge	Vocabulary	Meaningful Examples	Opportunities for Spiritual Development
Year 3	What makes the earth angry?	<ul style="list-style-type: none"> <li>Know about the impact a volcano has on the lives of people living close by.</li> <li>Know what causes a volcano to erupt.</li> <li>Label a volcano</li> <li>Know where some of the most well-known volcanic regions of the world are.</li> <li>Know how an earthquake occurs.</li> <li>Know what an aftershock is.</li> <li>Know what causes a tsunami.</li> <li>Know why we have extreme weather in the UK.</li> </ul>	<p>Land use patterns, distribution, change, trade links, farming, natural resources</p> <p>Earthquakes, tectonic plates, epicentre, shock wave, magnitude (power/strength), Richter scale, Mercalli scale.</p>	<p>Areas on the tectonic plates: Pacific Ocean, mid-Atlantic Ocean, West coast of North &amp; South Americas, Indonesia).</p> <p>Earthquake examples: Japan (2011), New Zealand (2011) or Nepal (2015).</p> <p>United Kingdom,</p>	<p>Take a moment to reflect on how earthquakes can destroy people's homes and lives.</p> <p>Fundraise for earthquake charities.</p> <p>Raise awareness on how to stay safe in the event of an earthquake.</p>
	How is land used across the local area?	<ul style="list-style-type: none"> <li>Describe and recreate the characteristics of the local environment.</li> <li>Know how to use a key.</li> <li>Know how human features have changed the local environment.</li> <li>Describe different ways the land has been used in the local area.</li> <li>Know how land is used across the UK.</li> <li>To know how the land is used for farming.</li> </ul>	<p>Land use, landscape, key, symbols, human features, physical features, England, Wales, Scotland, Ireland, agriculture, natural world.</p>	<p>Area around Kidsgrove. Llandudno, London and highlands in Scotland.</p>	<p>Debate whether land should be developed for a new adventure park.</p>
	What is it like in the UK?	<ul style="list-style-type: none"> <li>Know the countries, capital cities and some other cities in the UK.</li> <li>Know some key topographical features in the UK.</li> <li>Know how land use patterns have changed over time=.</li> <li>Know the main seas and rivers of the UK.</li> <li>Name and locate some counties of the UK.</li> <li>Name and locate some high ground in the UK.</li> <li>Know how London has changed over time.</li> </ul>	<p>Countries, capital cities, cities, mountains, rivers, seas, counties</p>	<p>Focus on Snowdonia in Wales and the highlands of Scotland. River Thames and Trent London</p>	<p>Awe and wonder. Reflect on the natural world around the UK and discuss the human impact on it.</p>

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Year 4	From source to mouth: What are rivers and why are they important?	<ul style="list-style-type: none"> <li>• Know how a river is formed.</li> <li>• Know the difference between upper, middle and lower courses of a river</li> <li>• Know the name and location of some rivers in the UK and wider world.</li> <li>• Know how waterfalls are formed.</li> <li>• Know how an oxbow lake is formed.</li> <li>• Know what erosion and deposition are in relation rivers.</li> <li>• Know why many cities are located next to rivers.</li> </ul>	Source, mouth, tributary, estuary, meander, oxbow lake, erosion, deposition, upper course, middle course, lower course, waterfall, stream, reservoir, water cycle,	Follow the river Trent from source to mouth. Look at the river Nile.	Discuss pollution and human impact. Design posters to improve the water cycle pollution.
	Where would you settle?	<ul style="list-style-type: none"> <li>• Identify some key features which should be considered when making a settlement.</li> <li>• Know where settlements were in certain locations.</li> <li>• Identify which settlements were used by invaders.</li> <li>• Compare different settlements.</li> <li>• Know which features are needed for a successful settlement and design one.</li> </ul>	Settlement, land use, economic activity, trade links, natural resources, energy, food, minerals, water, settles, invaders	Castle and locations London York	How to use finite resources without using them all.
	What is it like around the world?	<ul style="list-style-type: none"> <li>• Know how climate affects living things.</li> <li>• Know how the physical environment influences how people use land</li> <li>• Know how to use the coordinate system to plot and describe the location of a position of a point.</li> <li>• To identify the position of the tropic of cancer and tropic of Capricorn and describe how the climate is different than the UK.</li> <li>• To know the significance and position of the Prime Meridian.</li> <li>• To know the significance of time zones.</li> </ul>	Climate, land use, Tropic of Cancer, Tropic of Capricorn, Prime Meridian, Time Zones, longitude, latitude, coordinate.	UK climate compared to Amazon	Investigate the environmental impact humans are having on the worldwide climate
Year 5	How might Stoke-on-Trent's location make it appropriate for national	<ul style="list-style-type: none"> <li>• Why is Stoke-on-Trent been an industrial/warehouse city?</li> <li>• What makes Stoke-on-Trent such a hotspot for national distribution</li> <li>• Where and how does distribution pass through Stoke-on-Trent?</li> <li>• How does this impact the local and national economy?</li> </ul>	Potteries, industrial, warehouse, city, national distribution, local, national, economy, vocation, industry	Stoke-on-Trent and businesses	Look at opportunities for jobs around Stoke-on Trent. Discuss how the city could be put on the map further without having a detrimental impact on

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	distribution?				the environment.
	Why should the rainforests matter to all of us?	<ul style="list-style-type: none"> <li>• Know where many of the world's rainforests are situated.</li> <li>• Know about the main features of a rainforest.</li> <li>• Know about the layers of the rainforest.</li> <li>• Know about the endangered animals in the rainforest.</li> <li>• Know about deforestation and the arguments for and against it.</li> <li>• Know where the Amazon is located.</li> <li>• Know about the people that live in the rainforest and about some of the unique plants there.</li> </ul>	hemisphere, Northern hemisphere, Southern hemisphere, climate, weather, temperature, humidity, rainfall, emergent layer, canopy, understorey, forest floor	Amazon rainforest and the river Nile Yanomani tribe	Write a balanced argument about deforestation
	What are mountains?	<ul style="list-style-type: none"> <li>• Know some of the mountain ranges in Europe, North and South America.</li> <li>• Identify mountains on a map</li> <li>• Know the key features of mountains.</li> <li>• Know how different mountains are formed.</li> <li>• Know what a mountainous climate is like.</li> <li>• Know how tourism affects mountains regions.</li> </ul>	Valley, summit, foot, slope, mountain range, tectonic plates, fold mountains, lave mountains, mountain range, contours, outcrop, ridge, snow line, crust, peak, plateau, erosion, tourism, climate	Alps Grand Canyon	Awe and wonder looking at creation
Year 6	Why does Brazil have a growing economy?	<ul style="list-style-type: none"> <li>• Know the names of many South American countries.</li> <li>• Know why Brazil has a potentially thriving economy.</li> <li>• Know the features of Brazil, including its capital, population and dominant language.</li> <li>• Know about some issues in Brazil such as street children,</li> <li>• Know about the climate of Brazil and how it compares to the UK.</li> <li>• Know what natural resources Brazil has, including fruit.</li> <li>• Know about other South American countries.</li> </ul>	Population, continent, language, state, pampas, wetlands, coastal plains, native, iron ore, manganese, petroleum, timber, steel, fertilisers, phosphates, bauxite, plight, impact, border, climate	Brasilia Street children	Reflecting on poverty and comparing lives  Consider sustainability

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	How is our world changing?	<ul style="list-style-type: none"> <li>Know how water and weather can change the landscape.</li> <li>Know how coastal features are formed.</li> <li>Identify coastal features in the UK.</li> <li>To know how the make-up of the UK has changed over time.</li> <li>To predict which physical features may change the landscape in the future.</li> </ul>	Weathering, erosion, coastlines, deposition, landscape,	Spurn head Europe borders	Look at the impact humans have on erosion and deposition. Is it positive/negative?
	How does trading take place across the world?	<ul style="list-style-type: none"> <li>Know what trading is.</li> <li>Know some of the UKs trade links with other countries.</li> <li>Know the importance of fair trade.</li> <li>Know about the global supply trade.</li> <li>To know how trading has changed through history.</li> </ul>	Trading, imports, exports, products, fair trade, climate, landscape, global supply chain, multinational company, local trade, globalisation	Links with El Salvador	Understanding of fair trade.

Year Group	EYFS and KS1 Locational and Place Progression	Vocabulary
Nursery	<ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> <li>Know where I live and how do I get to school.</li> <li>Know that they live in home in a specific area</li> <li>Know that there are different countries in the world.</li> <li>To be able to talk about familiar places like the seaside and say what it like?</li> <li>Talk about what they might see at the seaside</li> </ul>	here, there, near, far, St Thomas' Primary Academy, Stoke-on-Trent, Kidsgrove, Poplar Drive, England Why, where, what, how etc Left, right, straight, bottom, top, outside, in, down, inside, under, behind, below, Kidsgrove, school area, home, The bank, beach
Reception	<ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside.</li> <li>Knows and asks questions about familiar places, such as where they live and the world around them.</li> <li>Recognise some environments that are different than the one they live in.</li> </ul>	See, feel, hear, Kidsgrove, world, country, city, town, St Thomas' Primary School, Stoke-on-Trent,



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	<ul style="list-style-type: none"> <li>• Be able to make simple comparisons between familiar places</li> <li>• Compare a map of a city to a map of the local area</li> <li>• Compare a different country to their own country</li> </ul>	Kidsgrove, Poplar Drive, England London, Llandudno, Blackpool Africa
Year 1	<ul style="list-style-type: none"> <li>• Know that we live in the United Kingdom</li> <li>• Know the four countries that make up the UK</li> <li>• Know the capital cities in the UK</li> <li>• Can name the surrounding seas to the UK</li> <li>• Identify key geographical places in the UK .e.g. what mountains/ lakes we might find in different parts of the UK</li> <li>• Know what their local area is called and explore where that is in the UK</li> <li>• Know the address and post code of school</li> <li>• Look at where the school is and why it is so important to the community</li> <li>• Identify different seasons in the UK</li> <li>• Know how the weather changes in each season</li> <li>• Know what is meant by climate</li> <li>• Identify what daily weather patterns we might see in the UK</li> <li>• Know where the North and South Pole are and know</li> </ul>	United Kingdom, city, country, continent, sea, ocean, Kidsgrove, Stoke-on-Trent, Staffordshire, landmark, capital city, UK, England, Wales, Scotland, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Pole, South Pole, equator
Year 2	<ul style="list-style-type: none"> <li>• Know that Kenya is a country in Africa and locate on a map</li> <li>• Look at the human and physical features of Kenya using maps – Compare to England</li> <li>• Explore human and physical geography of Kidsgrove and a contrasting location</li> <li>• Compare the geography of a contrasting location to Kidsgrove.</li> <li>• Using a map of Kidsgrove and a symbol key to explore what local places are in Kidsgrove</li> <li>• Look at other local areas, do they have anything more/less?</li> <li>• What else could we add to Kidsgrove to make it better?</li> <li>• Name and locate the four countries of the British Isles, including their capital cities and main rivers</li> <li>• Identify characteristics of the four countries of the UK and its surrounding seas</li> <li>• Use a globe or atlas to locate and name the seven continents of the world.</li> <li>• Locate and label the five oceans.</li> </ul>	Continents: Africa, Asia, Europe, North America, South America, Antarctica, Australia Oceans: Atlantic, Indian, Pacific, Arctic, Southern Kenya, England, London, Ireland, Belfast, Scotland, Edinburgh, Wales, Cardiff, English Channel, North Sea

Year Group	KS2 Locational and Place Knowledge	Vocabulary
Year 3	<ul style="list-style-type: none"> <li>• Can locate Europe on a map</li> <li>• Find and identify countries that make up the continent of Europe</li> </ul>	Europe, United Kingdom, Capital cities: Edinburgh, Cardiff, Wales,

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	<ul style="list-style-type: none"> <li>Identify and discuss the land use patterns of an area they are studying within the UK</li> <li>Identify where the tectonic plates would be on a map.</li> <li>Explore and discuss the countries most affected by earthquakes</li> <li>Look at maps of the UK, how is the land used. Find farms, cities, beaches etc.</li> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<p>London, Key cities across UK: Manchester, Liverpool, Glasgow, Swansea,</p> <p>Areas on the tectonic plates: Pacific Ocean, mid-Atlantic Ocean, West coast of North &amp; South Americas, Indonesia).</p> <p>Areas on the tectonic plates: Pacific Ocean, mid-Atlantic Ocean, West coast of North &amp; South Americas, Indonesia).</p> <p>Earthquake examples: Japan (2011), New Zealand (2011) or Nepal (2015).</p>
Year 4	<ul style="list-style-type: none"> <li>Use maps and atlases to locate the countries of Europe, including Russia and their major cities.</li> <li>Use maps to identify environmental regions of the countries of Europe.</li> <li>Identify the human and physical characteristics of European countries.</li> <li>Identify and locate the Equator, Northern Hemisphere and Southern Hemisphere.</li> <li>Label different countries in the Northern and Southern hemispheres.</li> <li>Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</li> <li>Study the geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region in Europe.</li> <li>Study the geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in Europe.</li> <li>identify the position and significance of the Prime/Greenwich Meridian and different time zones (including night and day)</li> </ul>	<p>European countries, Russia, city, regions, equator, Northern hemisphere, Southern hemisphere, continents, countries</p>
Year 5	<ul style="list-style-type: none"> <li>Use maps to locate the countries of North and South America.</li> <li>Locate the countries in North and South America, concentrating on their environmental regions.</li> <li>Locate the countries in North and South America, concentrating on their key physical and human characteristics.</li> <li>Locate the major cities in North and South America.</li> </ul>	<p>United Kingdom, South America, Europe, climate zone, biome, ecosystem, Amazon Rainforest Amazon River, Tropic of Cancer, Tropic of Capricorn, Stoke-on-Trent</p>

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	<ul style="list-style-type: none"> <li>Identify the significance and position of the Tropics of Cancer and Capricorn.</li> <li>Study the geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region in North or South America.</li> <li>Study the geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in North or South America.</li> <li>Locate and identify key human characteristics and landmarks within North or South America.</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>Locate the world's countries using maps.</li> <li>Study environmental regions, human and physical characteristics and major cities from countries around the world.</li> <li>Identify the position and significance of longitude and latitude.</li> <li>Identify the position and significance of Arctic and Antarctic circles.</li> <li>Study the geographical similarities and differences through the study of human geography from my knowledge of countries around the world.</li> <li>Study the geographical similarities and differences through the study of physical geography from my knowledge of countries around the world.</li> </ul>	

Year Group	EYFS and KS1 Geographical Skills and Fieldwork Progression	Vocabulary
Nursery	<ul style="list-style-type: none"> <li>Provide play maps and small world equipment for children to create their own environments.</li> <li>Asks questions and makes comments about familiar environments like where they live and where they go to school</li> <li>Talk about what they see, using a wide vocabulary.</li> </ul>	Why, where, what, how etc, Left, right, straight, bottom, top, outside, in, down, inside, under, behind, below,
Reception	<ul style="list-style-type: none"> <li>Know what a map is and what it is for.</li> <li>Draw information from a simple map.</li> <li>Use a map to give simple directions.</li> <li>Talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>Children use everyday language to talk about positions and distance to solve problems.</li> <li>Can describe their relative position such as behind or next to.</li> </ul>	Patterns, change, observe, explain, environment, behind the wall, next to, in front of, end, above, below the sign, under the table, on, near, far, close to, underneath, step forwards, step backwards, far away from, big, small, tall
Year 1	<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>use world maps, atlases and globes to locate countries</li> <li>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</li> </ul>	Map, atlas, globe Locate, describe, features, observe, look, watch, measure, record, draw, write, sketch, plan, graph, chart, tally, United Kingdom, British Isles,

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	<ul style="list-style-type: none"> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]</li> </ul>	compass, north, south, east, west
Year 2	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>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.</li> <li>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</li> </ul>	Globe, atlas, map, locate, describe, features, continents, countries, compass, north, south, east, west, compare, contrast, similarities, differences

Year Group	KS2 Geographical Skills and Fieldwork Progression	Vocabulary
Year 3	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping (Google Earth) to locate countries and describe features studied</li> <li>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</li> <li>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,</li> </ul>	Study, discuss, investigate, atlas, globe, map, locate, describe, human features, physical features, digital mapping, computer mapping, locate, describe, map, human characteristics, physical characteristics, environmental regions, compass points, north, south, east, west, symbols, key
Year 4	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass symbols and key to build their knowledge of the United Kingdom and the wider world.</li> <li>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</li> </ul>	Grid references, symbols, keys Compare, contrast, similarities, differences, human features, physical features
Year 5	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, use four 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.</li> <li>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,</li> </ul>	OS map, Ordnance Survey map, human features, physical features, regions, similarities, differences, human characteristics, physical characteristics, compare, contrast Survey, collate, data, record,

## Geography Progression Pathway

		observe, data handling, graphs, charts, results, compare, contrast, locality, measure, conclusions
Year 6	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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</li> </ul>	Compare, contrast, similarities, differences, locate, identify Reflect, importance, value, locate, conclusions, similarities, differences, study, describe, , Survey, collate, data, record, observe, data handling, graphs, charts, results, compare, contrast, locality, measure, conclusions