



Uplands Manor Primary School – Geography progression grid

Year Group	Autumn	Spring	Summer
Reception	<p>Talk about their own immediate environment and how environments in other parts of the world differ e.g are hotter or colder.</p> <p>Use geographical words e.g forest, beach, mountain when looking at physical features of different landscapes.</p> <p>Understand that a map is a drawing from above.</p> <p>Draw imaginary maps as part of their play.</p> <p>Use/ create maps of imaginary towns with added buildings and landmarks. Children use small world people to get from A to B and describe what they see along their route.</p>		
Year 1	<p>Weather and Climate</p> <p><u>Location and direction</u> Follow directions (forwards, backwards, left and right)</p> <p><u>Human and physical geography</u> Identify seasonal and daily weather patterns, including features of the four seasons.</p> <p><u>Geographical enquiry</u> Use information books and pictures as sources of information.</p> <p><u>Geographical skills and fieldwork</u> Create a weather diary.</p> <p><u>Maps</u></p>	<p>United Kingdom</p> <p><u>Location and direction</u> Understand the UK is made up of four countries with different features. Match capital cities to countries of the UK. Name and locate the surrounding seas of the UK.</p> <p><u>Human and physical geography</u> Begin to describe the natural environment using the knowledge of what they can see e.g. hill, forest.</p> <p><u>Geographical enquiry</u> Use information books and pictures as sources of information.</p> <p><u>Geographical skills and fieldwork</u></p>	<p>Local Study</p> <p><u>Location and direction</u> Understand where we live as part of something bigger e.g. Smethwick in England in the UK.</p> <p><u>Human and physical geography</u> Begin to describe the natural environment using the knowledge of what they can see e.g. hill, forest.</p> <p><u>Geographical enquiry</u> Use information books and pictures as sources of information.</p> <p><u>Geographical skills and fieldwork</u> Identify key landmarks within the local area.</p> <p><u>Maps</u></p>

		<p>Identify key landmarks within the United Kingdom.</p> <p><u>Maps</u> Use an infant atlas to identify countries in the UK and places they have heard of.</p> <p><u>Scale and distance</u> Use vocabulary of bigger/smaller</p>	<p>Draw picture maps for imaginary places and worlds using their own symbols.</p> <p>Describe a journey when given a simple route map e.g. we turned left.</p> <p>Use symbols on maps.</p> <p>Draw a simple map.</p> <p>Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</p> <p><u>Scale and distance</u> Use vocabulary of bigger/smaller</p>
Year 2	<p>Continents and oceans</p> <p><u>Location and direction</u> Name and locate the world's seven continents</p> <p><u>Human and physical geography</u> Identify the features of the seven continents.</p> <p><u>Geographical enquiry</u> Ask geographical questions such as: What is it like? Where is it?</p> <p><u>Geographical skills and fieldwork</u> Use aerial photographs.</p> <p><u>Maps</u> Use world maps to identify the UK, continents and the oceans.</p> <p><u>Scale and distance</u></p>	<p>Hot and cold places</p> <p><u>Location and direction</u> Identifying and locating hot and cold places.</p> <p><u>Human and physical geography</u> Features of a hot or cold place. How animals adapt to a hot or cold place.</p> <p><u>Geographical enquiry</u> How to pack for a hot or cold holiday.</p> <p>Ask geographical questions such as: What is it like? Where is it?</p> <p><u>Geographical skills and fieldwork</u> Use aerial photographs of hot and cold places and identify the similarities and differences.</p>	<p>Mugumareno Village, Zambia</p> <p><u>Location and direction</u> Identifying a non-European country and where it is in relation to the UK.</p> <p><u>Human and physical geography</u> Identify the similarities and differences between a small environment within the UK and a contrasting non-European settlement e.g. what makes a village a village or a city or city?</p> <p>Begin to make links between human and physical feature e.g. The huts are next to the beach</p> <p><u>Geographical enquiry</u> Ask geographical questions such as: What is it like? Where is it?</p> <p><u>Geographical skills and fieldwork</u></p>

	Recognise the UK at different scales and compare.	Add further detail to a beginning sketch map from aerial photographs. <u>Maps</u> Use world maps, infant atlases and globes to identify the equator and hot and cold places. <u>Scale and distance</u> Recognise the relation between the equator and hot and cold places.	Use aerial photographs and plan perspectives. Add further detail to a beginning sketch map from aerial photographs. <u>Maps</u> Follow a simple route and describe the journey using directional vocabulary. Draw a map of a real/imaginary place using a class agreed key. <u>Scale and distance</u> Recognise the UK at different scales and compare to a non-European country.
Year 3	Climate Zones	North America	Rio and South-East Brazil
	<u>Location and direction</u> Locate the world's climate zones: Mediterranean, temperate, tropical, polar and arid. <u>Human and physical geography</u> Identify the features of each climate zone. <u>Geographical enquiry</u> Ask geographical questions such as: Where is it? Why is the place like it is? Use tables and graphs to gather information e.g. temperature and climate. <u>Geographical skills and fieldwork</u> Collect data such as rainfall and compare it to others in different climate zones.	<u>Location and direction</u> Identify the countries and their capital cities that make up North America. Identifying the similarities and differences between New York with where we live. <u>Human and physical geography</u> The effects of the Mount St Helens Eruption in 1980. Comparing the landscapes in different US states. Identify the features of the Rockies Mountain range. <u>Geographical enquiry</u> Ask geographical questions such as: Where is it? Why is the place like it is? What is the land used for?	<u>Location and direction</u> Identify the similarities and differences between a region of South America and an area within the UK (West Midlands) <u>Human and physical geography</u> Identify the human and physical features of Rio and South-East Brazil and how it compares to the UK. <u>Geographical enquiry</u> Ask geographical questions such as: Where is it? Why is the place like it is? What is the land used for? <u>Geographical skills and fieldwork</u> Match an aerial photograph to an on-ground photograph. <u>Maps</u>

	<p><u>Maps</u> Recognise simple keys and their importance. Use letter/ number coordinates on a grid. Use atlases, globes and climate maps in relation to their learning.</p> <p><u>Scale and distance</u> Use the zoom function when using digital maps and identify how this impacts on scale.</p>	<p><u>Geographical skills and fieldwork</u> Create a scale plan of an area or a sketch map from a high point.</p> <p><u>Maps</u> Locating North America on a map, using atlases, globes and digital maps. Use letter/ number coordinates on a grid.</p> <p><u>Scale and distance</u> Use the zoom function when using digital maps and identify how this impacts on scale.</p>	<p>Use letter/ number coordinates on a grid.</p> <p><u>Scale and distance</u> Use the zoom function when using digital maps and identify how this impacts on scale.</p>
Year 4	<p>Rivers</p> <p><u>Location and direction</u> Locate rivers within the UK.</p> <p><u>Human and physical geography</u> Identify the features of a feature, such as: meander, mouth etc. Describe and sequence, using the correct vocabulary, the stages of the water cycle.</p> <p><u>Geographical enquiry</u> Investigate how rivers are affected by humans, the impact of flooding and how rivers are used.</p> <p><u>Geographical skills and fieldwork</u> Carry out fieldwork in the local environment e.g. river study. Record data using field sketches, tables and charts e.g. land use by a river.</p>	<p>Rainforests</p> <p><u>Location and direction</u> Locate the rainforests in the world. Identify where you would expect to find a rainforest and why.</p> <p><u>Human and physical geography</u> Identify the features of a rainforest. Identify the different layers of the rainforest. Identify the characteristics of the Congo.</p> <p><u>Geographical enquiry</u> Investigate the impact of deforestation. Investigate how the amazon is used for medicine and food.</p> <p><u>Geographical skills and fieldwork</u></p>	<p>South America- The Amazon</p> <p><u>Location and direction</u> Locate the Amazon on a world map. Understand the similarities and differences of the human and physical features of a region in the UK and the Amazon.</p> <p><u>Human and physical geography</u> The human and physical features of Manaus. Similarities and differences between the Amazon Basin, south east Brazil and where we live.</p> <p><u>Geographical enquiry</u> Investigate the significance of the Amazon river; the importance of the Amazon basin and rainforest and what the threats to the Amazon are.</p>

	<p><u>Maps</u> Use large scale OS maps to follow a river and identify human and physical features. Identify the symbols related to roads, trains, rivers, canals and footpaths. Use 4 figured grid references to describe and locate features. Use the 8 points of a compass confidently. <u>Scale and distance</u> Find the same features on maps of different scales e.g. locate the Severn on different maps.</p>	<p>Use photographs, maps and fieldwork to present changes of a rainforest over time. <u>Maps</u> Use 4 figured grid references to describe and locate features. Use the 8 points of a compass confidently. Use maps, atlases and globes to locate the rainforests in the world. <u>Scale and distance</u> Find the same features on maps of different scales.</p>	<p><u>Geographical skills and fieldwork</u> Record data using tables and charts e.g. climate, location and landscape and features of The Amazon compared to the UK. <u>Maps</u> Use 4 figured grid references to describe and locate features. Use the 8 points of a compass confidently. Use maps, atlases and globes to identify the countries and their capital cities in South America. <u>Scale and distance</u> Find the same features on maps of different scales.</p>
Year 5	<p>Mountains</p> <p><u>Location and direction</u> Identify The highest mountains in the UK. Locate the Seven Summits- the highest mountains in the world. <u>Human and physical geography</u> The features of a mountain. Describe and understand the aspects of physical geography to include the formation of mountains. <u>Geographical enquiry</u></p>	<p>Volcanoes and Earthquakes</p> <p><u>Location and direction</u> Identify where some of the Earth's plate boundaries lie. Identify where volcanoes and earthquakes are likely to occur. Identify where the Pacific Ring of Fire is. Locate volcanoes in Europe and North America. <u>Human and physical geography</u> Identify the features of a volcano. Understand why volcanoes and earthquakes occur.</p>	<p>European Region</p> <p><u>Location and direction</u> To locate Europe and its countries. <u>Human and physical geography</u> Identify the human and physical features of Greece's landscape. Identify the main features of Athens. To compare daily life in Athens with their own. <u>Geographical enquiry</u> Continue to use a range of written, numerical and visual sources to gather information.</p>

	<p>Analyse evidence to draw conclusions about a question e.g. Why do people live where they do?</p> <p><u>Geographical skills and fieldwork</u> Compare a variety of maps and aerial photos of the same location or area.</p> <p><u>Maps</u> Use maps and satellite images to identify aspects of human and physical geography including rainfall, agriculture, population density and elevation above sea level. Continue to use atlases, globes and digital resources in relation to their learning.</p> <p><u>Scale and distance</u> Use maps at a range of scales and describe them.</p>	<p>Identify the dangerous effects of volcanoes. Identify the similarities and differences between volcanoes and earthquakes. Identify the link between the earth's layers, plate movement and volcanoes and earthquakes.</p> <p><u>Geographical enquiry</u> Identify the benefits and drawbacks of living near a volcano. Continue to use a range of written, numerical and visual sources to gather information. Analyse evidence to draw conclusions about a question- e.g. Why do people live where they do?</p> <p><u>Geographical skills and fieldwork</u> Use photographs, maps and fieldwork to record and present changes of an area over time e.g. Mt St Helens. Compare a variety of maps and aerial photos of the same location or area.</p> <p><u>Maps</u> Use maps and satellite images to identify aspects of human and physical geography including rainfall, agriculture, population density and elevation above sea level.</p>	<p>To investigate why tourists visit the Mediterranean and why people migrate to Greece.</p> <p><u>Geographical skills and fieldwork</u> Compare a variety of maps and aerial photos of the same location or area.</p> <p><u>Maps</u> Use maps and satellite images to identify aspects of human and physical geography including rainfall, agriculture, population density and elevation above sea level. Draw a sketch map using OS symbols and a key. Continue to use atlases, globes and digital resources in relation to their learning.</p> <p><u>Scale and distance</u> Use maps at a range of scales and describe them. To draw a sketch map with OS symbols and a key.</p>
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Year 6	<p>United Kingdom</p> <p><u>Location and direction</u> Locate the UK's countries, regions, counties, national parks and major cities. Locate features of the countries within the UK.</p> <p><u>Human and physical geography</u> Identify physical features of the UK. Identify energy sources and industries in the UK.</p> <p><u>Geographical enquiry</u> Draw conclusions about data collected and presented. Investigate how a landscape is changing. Analyse evidence to draw conclusions about a question e.g. Why do people live where they do?</p> <p><u>Geographical skills and fieldwork</u> Select sources of information for different purposes and explain their choices. Compare a variety of maps and aerial photos of the same location or area.</p> <p><u>Maps</u> Confidently use the 8 points of a compass. Plan a route using an OS map. Describe and use key symbols on OS maps. Use 6 figured grid references to locate, identify and name places.</p>	Local Area and Region	<p><u>Location and direction</u> To locate the region and local area in relation to other places</p> <p><u>Human and physical geography</u> Describe the key physical and human features of the region and local area.</p> <p><u>Geographical enquiry</u> Gather evidence through urban fieldwork of how a region is meeting people's needs. Investigate how the local landscape is changing.</p> <p>Understand local, regional, national and international links to the local area.</p> <p><u>Geographical skills and fieldwork</u> Collect data about their local area and region and carry out fieldwork to investigate how the land is fit for purpose. Collect data about an area and propose changes that should be made over the next 50 years.</p> <p><u>Maps</u> Locate key sites on a regional map. Plan a route using an OS map.</p>

	<p>Use maps, atlases, globes and aerial images quickly and confidently to locate places in the UK.</p> <p><u>Scale and distance</u></p> <p>Use maps at a range of scales and describe them.</p>	<p>Describe and use key symbols on OS maps.</p> <p>Use 6 figured grid references to locate, identify and name places.</p> <p>Use maps, atlases, globes and aerial images quickly and confidently to locate places in the local area.</p> <p>Use maps and satellite images to identify aspects of human and physical geography including rainfall, agriculture, population density and elevation above sea level.</p> <p>Continue to use atlases, globes and digital resources in relation to their learning.</p> <p><u>Scale and distance</u></p> <p>Use maps at a range of scales and describe them.</p> <p>Use scale on a map to measure approximate distances.</p> <p>Use distance and compass points to identify the approximate location of a place</p>
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