



Rosslyn Park Primary and Nursery School: Geography Progression

Links to Understanding the World					
Early Years	Reception				
Nursery <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	Reception <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. G Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 				
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge <ul style="list-style-type: none"> Name and locate and identify the characteristics of the four countries of the UK. Name and locate the continents 'Europe' and 'Africa' and the relevant oceans. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (Scandinavian countries), North and South America (polar regions), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the UK (linked to Viking settlements), geographical regions and identifying their physical and human characteristics, key topographical features 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/Southern hemisphere, Arctic/Antarctic circle. 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (Italy and the Roman empire), North and South America (Rainforests and the Caribbean), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the UK (linked to Roman settlements and Stone age settlements, Nottingham Castle), geographical regions and identifying their physical and human characteristics, key topographical features 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/ 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (Ancient Greece), North America (Titanic) and Jamaica (Nottingham Transatlantic slave trade), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the UK linked to Titanic, geographical regions and identifying their physical and human characteristics, key topographical features 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/southern hemisphere, the Tropics of 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (Trade links with Benin Empire), North America (Mississippi) and South America (Charles Darwin's Beagle voyage), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the UK (Nottingham - George Africanus and crime in Aspley; Benin empire and Charles Beagle's voyage), geographical regions and identifying their physical and human characteristics, key topographical features and land use patterns; and understand how some of these aspects have changed over time.

				Southern hemisphere, Arctic/Antarctic circle.	Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).	
Place Knowledge	Understand geographical similarities and differences of human/physical features of: <ul style="list-style-type: none"> • Scotland and England • Town and country UK and Gambia. 	Understand geographical similarities and differences of human/physical features of: <ul style="list-style-type: none"> • Nottingham and London • Nottingham and a coastal area. • UK and South Pole. 	Understand geographical similarities and differences of human/physical features of: <ul style="list-style-type: none"> • A region of the UK and an European country (Viking settlements) • A region within North America (polar regions) 	Understand geographical similarities and differences of human/physical features of: <ul style="list-style-type: none"> • A region of the UK and a European country (Italy (Rome)). • A region within North America (Caribbean) • A region within South America (rainforests). 	Understand geographical similarities and differences of human/physical features of: <ul style="list-style-type: none"> • A region of the UK (Nottingham/Yorkshire) and a European country (Ancient Greece with modern Greece). • A region within North America (Titanic). • Jamaica 	Understand geographical similarities and differences of human/physical features of: <ul style="list-style-type: none"> • A region of the UK (Nottingham) • A region within North America (Mississippi).
Human and Physical Geography	Identify seasonal and daily weather patterns in UK and location of hot and cold areas of the world in relation to the equator.	Identify seasonal and daily weather patterns in UK and location of hot and cold areas of the world in relation to the equator and the North and South poles.	Describe and understand key aspects of: <ul style="list-style-type: none"> • Physical geography, including: climate zones (polar regions), rivers (Egypt/Vikings) mountains (Vikings), volcanoes and earthquakes. • Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Vikings and Egypt). 	Describe and understand key aspects of: <ul style="list-style-type: none"> • Physical geography, including: climate zones (Caribbean), biomes/vegetation belts and rivers (rainforests) and the water cycle; rivers (Nottingham castle). • Human geography, including: types of settlements and land use (Nottingham Castle), economic activity including trade links (Caribbean/rainforests), and the distribution of natural resources including energy, food, minerals and water (Are electric cars the future?). 	Describe and understand key aspects of: <ul style="list-style-type: none"> • Physical geography, including: climate zones (The secret garden) and Space. • Human geography, including: types of settlements and land use (The secret garden), economic activity including trade links (The secret garden), and the distribution of natural resources including energy, food, minerals and water (Where does our waste go?). 	Describe and understand key aspects of: <ul style="list-style-type: none"> • Physical geography, including: biomes and vegetation belt (rainforests of the Benin empire) mountains and deserts (Benin empire). • Human geography, including: types of settlements and land use (Nottingham, Mississippi and the Benin empire), economic activity including trade links (Benin empire), the distribution of natural resources including energy, food, minerals and water (Benin empire) and justice systems around the world.
Geographical Skills - Maps and Fieldwork. <ul style="list-style-type: none"> • Drawing and Making Maps • Representation on Maps • Using Maps • Collecting Data • Reflecting and Evaluating 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify: the UK and its countries and Gambia and Africa • Use simple compass directions (NSEW) and locational and directional language (near and far, left and right) to describe the location of features on maps and floor mats. • Draw places they know are close to one another to form a basic map. • Use own symbols on a basic map. • Use a simple picture map to move around the school grounds. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries as well as the seven continents and five oceans. • Use simple compass directions (NSEW) and locational and directional language (near and far, left and right) to describe the location of features and routes on a map. • Draw a map of a real place including appropriate pictures to represent features. • Use class agreed symbols and begin to understand the need for a key. • Follow a short route on a small-scale map. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate and describe features studied of the countries in: The UK, Scandinavian countries, Countries with volcanoes, polar regions and Egypt. • Use the four points of the compass to build their knowledge of the UK (Viking settlements) and the wider world. • Draw or make a map of a real location that includes a range of human and physical features. Use standard symbols and a key. • Use standard symbols and a key. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate and describe features studied of the countries in: The UK, Roman empire, Countries with specific rivers, Caribbean and rainforests. • Use the eight-point compass and four figure grid references, symbols and key to build their knowledge of the UK and the wider world (The roman empire). • Draw or make a map based on a fieldwork sketch with symbols and a key. • Begin to recognise basic symbols on an OS map. • Follow a route on a large-scale map. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate and describe features studied of the countries in: The UK (Nottingham), Ancient Greece, North America (The Titanic), India (The Secret garden), Jamaica. • Use the eight-point compass and six figure grid references, symbols and key to build their knowledge of the UK and the wider world (Ancient Greece). • Draw or make a map with positioning of key features, located accurately in relation to one another and use OS symbols. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate and describe features studied of the countries in: The UK (Nottingham), South America (Charles Darwin's beagle's voyage), Mississippi, countries around the world where crime systems are explored, Africa (The Benin empire). • Use 6 figure grid references to navigate around a map and begin to calculate them. • Work confidently with large scale street maps and large-scale OS maps. For example, (1:1250, 1:12500) aerial photos, games with maps and globes, oblique and

	<ul style="list-style-type: none"> Data is collected and findings discussed as a whole class. 	<ul style="list-style-type: none"> Use aerial photographs to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding areas. <p>Data is collected and findings discussed in small groups.</p>	<ul style="list-style-type: none"> Follow a longer route on a small-scale map with increasing accuracy. Data is collected individually and in small groups, using a method suggested by the teacher. Begin to formally present their findings with a question they would like to find out next time. 	<ul style="list-style-type: none"> Data is collected using a method suggested by the learner. Formally present their findings with some consideration of what they would do differently next time. 	<ul style="list-style-type: none"> Use most OS symbols on a map. Select a type of map for a specific purpose and follow a route. (e. g orienteering) Data is collected by a range of methods. Formally present their findings with some consideration of what they could do next time and a whole class discussion on whether the evidence and chosen method of collection was reliable. 	<p>bird's eye views,1:1250,1:10,00, 1:25,000,1:50,000)</p> <ul style="list-style-type: none"> Draw or make a map that shows appropriate distance between places or features based on a given scale. Use atlas symbols. Select an appropriate map and an appropriate scale and follow a route. Data is collected, using a range of methods, some with standardised measure. Formally present their findings with consideration of what they could do next time and whether their evidence and method of collection was reliable.
<p>Vocabulary</p>	<p>country (UK, England, Scotland, Northern Ireland, Wales) Gambia Kenya</p> <p>continents (Africa and Europe) human features physical features village town countryside city (Nottingham) shop office house church farm lighthouse weather beach forest hill soil river</p> <p>seasons</p>	<p>continents (all 7 continents) oceans (5) English Channel North Sea Irish Sea capital city London, Cardiff, Edinburgh, Belfast</p> <p>cliff coast sea ocean vegetation Port Harbour recycling, re-use, plastic pollution museum factory, fire station climate, temperature, poles, polar regions, North Pole, South Pole, equator,</p>	<p>rivers, (relating to settlement, transport, trade, human features and comparison of River Nile and Trent) volcanoes, earthquakes tectonic plates mountain Arctic circle Arctic Antarctica glacier iceberg Northern/southern hemisphere global warming ozone layer drought heatwave flood atmosphere climate zones sea level, sea temperature desert erosion Egypt Nile trade irrigation agriculture forest, woodland settlement urban rural population migration Scandinavia</p>	<p>rivers (to include physical features and relating to the Water cycle, and its role in tourism in Nottingham) e.g. mouth of river, source, tributary. water cycle – precipitation, evaporation, condensation.</p> <p>equator biome vegetation belt trade links natural resources grid reference fair trade import/ export tropical humid bio diversity rainforest features biome deforestation</p> <p>energy sources sustainable sources fossil fuel renewable energy</p> <p>immigration/emigration refugee migrant community</p> <p>tourism Jamaica, Poland, Siberia hurricane</p>	<p>latitude longitude time zones</p> <p>settlement (city, county, rural) pollution currents impact sustainability decomposition bio-degradable</p> <p>plantation cities- Belfast, Southampton, Liverpool, New York transatlantic slavery trade</p> <p>India Suez Canal Greece</p> <p>economy, employment, unemployment, poverty, wealth rivers and urban areas – e. g. demarcation of residential areas county</p> <p>longitude, latitude,</p>	<p>globalisation</p> <p>crime, crime rate, prison, open prison council house, community centre bus depot, court, rehabilitation,</p> <p>civilisation</p> <p>culture hierarchy</p> <p>South America</p> <p>scale statistics</p>