

## Lytchett Matravers Primary School Geography Progression: Knowledge and Understanding

LOCATION AND PLACE							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PLACE		<ul style="list-style-type: none"> <li>◇ Identify the characteristics of Lytchett Matravers</li> <li>◇ Name and locate the four countries of the UK</li> <li>◇ Name, describe &amp; compare characteristics of Poole and Lytchett Matravers</li> </ul>	<ul style="list-style-type: none"> <li>◇ Name and locate capital cities of the UK</li> <li>◇ Name, locate &amp; identify characteristics and topographical features of the 4 countries of the UK</li> <li>◇ Locate China and Beijing</li> </ul>	<ul style="list-style-type: none"> <li>◇ Name and locate main cities of the UK identifying characteristics</li> <li>◇ Name and locate topographical features (mountains, rivers, lakes) in regions of the UK and Africa</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify where countries are within Europe</li> <li>◇ Identify physical characteristics and key topographical features of the countries within Europe</li> <li>◇ Name and locate mountains and rivers in the UK around Europe</li> <li>◇ Locate, name and recognise the 7 continents</li> </ul>	<ul style="list-style-type: none"> <li>◇ Locate countries in North and South America; concentrating on environmental regions, key human and physical characteristics and major cities</li> <li>◇ Name and locate coasts and biomes around the world</li> </ul>	<ul style="list-style-type: none"> <li>◇ Locate countries around the world; concentrating on environmental regions, key human and physical characteristics that link to trade</li> <li>◇ Locate El Salvador</li> <li>◇ Name and locate volcanoes around the world</li> </ul>
CONTINENTS			<ul style="list-style-type: none"> <li>◇ Name the 7 continents</li> </ul>	<ul style="list-style-type: none"> <li>◇ Locate and name the 7 continents</li> </ul>			
SEAS			<ul style="list-style-type: none"> <li>◇ Name and locate the seas surrounding the UK</li> <li>◇ Name and locate the 5 oceans</li> </ul>		<ul style="list-style-type: none"> <li>◇ Name and locate the 5 oceans</li> </ul>		
GLOBAL POSITION			<ul style="list-style-type: none"> <li>◇ Understand the location of hot and cold areas of the world in relation to the Equator, the North &amp; South Poles</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand similarities and differences through studying the UK and Africa</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify the position and significance of the Equator, Northern/ Southern hemisphere, Tropic of Cancer/ Capricorn, Arctic/ Antarctic Circle</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify the position and significance of longitude and latitude</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify and describe the significance of the Prime/ Greenwich Median and time zones; including night and day</li> </ul>
SIMILARITIES AND DIFFERENCES		<ul style="list-style-type: none"> <li>◇ Understand the similarities and differences between Lytchett Matravers and Poole</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand similarities and differences through studying human and physical characteristics of the four countries of the UK</li> <li>◇ Understand similarities and differences through studying human and physical characteristics of London and Beijing</li> </ul>		<ul style="list-style-type: none"> <li>◇ Understand similarities and differences through studying the human and physical effects of weather and climate across Europe</li> <li>◇ Identify human and physical geography characteristics of capital cities within Europe</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand similarities and differences through studying the human and physical geography of a city in North and South America</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand similarities and differences through studying the human and physical geography of trade countries around the world</li> </ul>

**PHYSICAL AND HUMAN GEOGRAPHY**

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>FOOD AND TRADE</b>			<ul style="list-style-type: none"> <li>◇ Start to recognise the key foods produced in the countries of the UK</li> <li>◇ Compare food production in the UK to rice farms in China</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand the origins of food (from Farm to Fork) and their distribution across the UK</li> </ul>	<ul style="list-style-type: none"> <li>◇ Examine the reasons behind the origins of food and their distribution across Europe</li> </ul>		<ul style="list-style-type: none"> <li>◇ Explore how trade links have changed over time to ensure sustainability and be ethical</li> </ul>
<b>SIMILARITIES AND DIFFERENCES</b>	<ul style="list-style-type: none"> <li>◇ Talk about the features that make environments different from another</li> </ul>	<ul style="list-style-type: none"> <li>◇ Observe and explain the difference of features between Lytchett Matravers and Poole</li> <li>◇ Types of housing in Lytchett and Poole</li> <li>◇ Retail/ shops</li> <li>◇ Understand the differences between countryside, town, city and village</li> </ul>	<ul style="list-style-type: none"> <li>◇ Begin to know the difference between human and physical features</li> <li>◇ Understand how ports and airports are used in each city (trade)</li> <li>◇ Compare the rivers in each city</li> <li>◇ Similarities and differences in the culture of the cities</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand similarities and differences through studying the cities of UK and Africa</li> </ul>	<ul style="list-style-type: none"> <li>◇ Compare the human and physical characteristics of mountain environment of the UK and Europe</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand similarities and differences through studying the human and physical geography of a city in North and South America</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand similarities and differences through studying the human and physical geography of trade countries around the world</li> </ul>
<b>SIGNIFICANT PHYSICAL FEATURES</b>		<ul style="list-style-type: none"> <li>◇ Use basic geographical vocabulary to identify features (beach, sea, coast, cliff, city, town, village, port, harbour, shop)</li> <li>◇ Human characteristics of Poole and Lytchett</li> <li>◇ Physical characteristics of Poole and Lytchett</li> </ul>	<ul style="list-style-type: none"> <li>◇ Human and physical features of Belfast, Edinburgh, Cardiff and London</li> <li>◇ Use basic geographical vocabulary to identify features <b>Physical:</b> Hills, mountains, forest, river, soil, vegetation <b>Human:</b> city, town</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand and describe key human and physical features of the UK and Africa</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand the features of mountains</li> <li>◇ Understand and describe key aspects of rivers</li> <li>◇ Know how rivers erode, transport and deposit materials</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explore and present findings about the natural wonders of the world</li> <li>◇ Understand key aspects of biomes and climate zones</li> <li>◇ Know about the physical features of coasts and begin to understand erosion and deposition</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand the origins of mountains and how they are formed</li> <li>◇ Understand and describe the physical features of volcanoes and earthquakes</li> <li>◇ Explore the impact volcanoes have on humans</li> </ul>

**MAPPING**

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>MAKE</b>	◇ Use a simple plan to understand the location of different features	◇ Make a simple plan of the school grounds/ Lytchett Matravers with a simple key ◇ Create a tourist map of Poole	◇ Make a map of the for countries of the UK	◇ Make a street map of a city in the UK	◇ Make a simple map on a grid of a route using a key with standard symbols	◇ Sketch a map of an area in North or South America using OS symbols and a key	◇ <b>Make a detailed sketch map of the world; identifying key topographical features</b> ◇ Use atlases to locate countries around the world
<b>MAPS</b>	◇ Use and discuss photographs and aerial photos	◇ Use a simple map/ aerial photo to move around the school grounds and around the village ◇ Use an aerial photograph of Poole to identify features ◇ Use tourist map of Poole	◇ Use an atlas, map and aerial photos to locate the countries and capital cities of the UK ◇ Use an atlas to locate cities in China ◇ Use tourist maps to compare cultural features of the capital cities of the UK ◇ Use an atlas to locate the seas around the UK ◇ Use an atlas to locate the 5 oceans	◇ Use topographical maps to compare landscapes in the four countries ◇ Use OS maps to explore the mountains in the UK and Europe ◇ Use and interpret maps and atlases of the UK, with a focus on the main cities ◇ Use atlases to locate topographical features (mountains, rivers, lakes) in regions of the UK and Africa ◇ Identify landmarks on street maps of UK cities ◇ Use simple climatic maps to compare and contrast weather patterns in Africa and the UK	◇ Use and interpret maps and atlases of cities in Europe ◇ Use topographical maps to compare landscapes within Europe ◇ Use atlases to locate topographical features (mountains, rivers) the UK ◇ Use an atlas to name and locate the 5 oceans ◇ Use an atlas to identify the position and significance of countries in Europe in relation to the Equator, Northern/ Southern hemisphere, Tropic of Cancer/ Capricorn, Arctic/ Antarctic Circle ◇ Use simple climatic maps to compare and contrast weather patterns across Europe	◇ Use an Ordnance Survey map to follow a route ◇ Use and interpret map, globes, atlases and digital/ computer mapping to locate key features in North and South America ◇ Use aerial photographs to explore coasts around UK ◇ Use atlases to identify biomes and climate zones across the world	◇ Use geological maps to identify tectonic plates around the world ◇ Use thematic maps to identify and locate volcanoes around the world ◇ Describe countries across the world in relation to time zones; including night and day ◇ Use atlases to locate topographical features (mountains, rivers, lakes) around the world  ◇ Use an OS map to navigate on an orienteering exercise <i>*PE LINK*</i> ◇ Use and interpret map, globes, atlases and digital/ computer mapping to locate key features around the world ◇ Use an atlas to identify the position of countries around the world in relation to lines of longitude and latitude to describe locations
<b>KEYS</b>		◇ Understand why maps need a key	◇ Identify keys and symbols used in tourist maps ◇ Use and construct basic symbols in a key; including weather symbols ◇ Use own key symbols to identify features on their own maps	◇ Understand the keys and symbols of an Ordnance Survey map			
<b>GRID REFERENCES</b>				◇ Use 4-figure grid references	◇ Use 6-figure grid references to locate landmarks on an Ordnance Survey map	◇ Use an atlas to identify the position of countries in relation to lines of longitude and latitude to describe locations in North and South America	

**DIRECTION**

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<ul style="list-style-type: none"> <li>◇ Use simple locational language to describe the location of features</li> </ul>	<ul style="list-style-type: none"> <li>◇ Use locational and directional language (e.g. near &amp; far/ left &amp; right) to describe the location of features and routes</li> </ul>	<ul style="list-style-type: none"> <li>◇ Use and follow simple compass directions (North, East, South, West)</li> <li>◇ Use locational and directional language (e.g. near &amp; far/ left &amp; right)</li> <li>◇ Describe the location and relative position of features in relation to one another using simple compass directions</li> </ul>	<ul style="list-style-type: none"> <li>◇ Create instructions using simple compass directions (North, East, South, West)</li> <li>◇ Describe the location and relative position of features and cities in relation to one another using simple compass directions</li> </ul>	<ul style="list-style-type: none"> <li>◇ Describe the position of countries relative to the Equator, Northern/ Southern hemisphere, Tropic of Cancer/ Capricorn, Arctic/ Antarctic Circle</li> </ul>	<ul style="list-style-type: none"> <li>◇ Follow instructions using the 8-points of a compass <b>PE LINK OAA</b></li> <li>◇ Create directions of a walk from Lulworth Cove to Durdle Door</li> <li>◇ Describe the position of countries using lines of longitude and latitude</li> </ul>	<ul style="list-style-type: none"> <li>◇ Describe the location of key topographical features of the world relative to each other using the 8-points of a compass</li> <li>◇ Describe the position of countries globally in relation to time zones</li> </ul>

**FIELDWORK SKILLS**

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>OBSERVE</b>	◊ Observe their immediate environment	◊ Observe the geography of school and its grounds closely	◊ Observe change over time daily	◊ Make systematic and careful observations daily		◊ Observe and record information on the human and physical characteristics of North and South America using a range of methods; sketching maps, plans and graphs <b>*ENGLISH LINK*</b>	◊ Use fieldwork to observe, measure, record and present information on the human and physical characteristics of the world using a range of methods; sketching maps, plans and graphs and using digital technologies <b>*ENGLISH/ COMPUTING LINK*</b>
<b>USE OF EQUIPMENT</b>		◊ Use simple equipment (hand lenses, egg timers)	◊ Begin to select equipment from a limited range ◊ Make increasingly accurate measurements	◊ Use a range of equipment (thermometers and data loggers) ◊ Take accurate measurements (where appropriate) using standard units <b>*MATHS LINK*</b>	◊ Take repeat readings		
<b>GATHER AND RECORD</b>	◊ Make links and notice patterns in their experience	◊ Gather and record data to help in answering questions	◊ Create tables and charts to classify and compare data (rainfall in the UK compared to China)	◊ Gather, record and classify information in a variety of ways to help in answering questions	◊ Gather, record and classify in a variety of ways to help in answering refined questions	◊ Take measurements using a range of scientific/ geographic equipment with increasing accuracy and precision, taking repeat readings where appropriate	◊ Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate and explain the need for these
<b>PRESENT</b>		◊ Present data in pictograms to show the rain fall <b>*MATHS LINK*</b>	◊ Present data in pictograms and bar charts to compare rain fall <b>*MATHS LINK*</b>	◊ Present findings in a variety of tables, charts and graphs comparing the weather in the UK and Africa	◊ Present findings in a short written report on mountains and rivers <b>*ENGLISH LINK*</b>	◊ Use PowerPoint to present findings in a short presentation <b>*COMPUTING LINK*</b>	◊ Present findings using evidence to back up conclusions and hypothesis

**ENVIRONMENT AND SUSTAINABILITY**

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ENERGY					<ul style="list-style-type: none"> <li>◇ Explore how wind turbines are used to create energy</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explain how dams are used to create energy</li> </ul>	<ul style="list-style-type: none"> <li>◇ Know about changes to the world environments over time</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explain the impact of the Chernobyl nuclear disaster</li> </ul>
	ENVIRONMENTAL IMPACT		<ul style="list-style-type: none"> <li>◇ Understand ways that we can change the local area</li> </ul>	<ul style="list-style-type: none"> <li>◇ Discuss ways that we can change the local area</li> </ul>	<ul style="list-style-type: none"> <li>◇ Describe the impact humans can have on the environment</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explore what can be done to protect mountain environments</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand why people seek, manage and sustain their environment</li> <li>◇ What does the future hold for our coasts?</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand how humans affect the environment over time</li> </ul>

**SETTLEMENT AND LAND USE**

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
					<ul style="list-style-type: none"> <li>◇ Compare settlements between cities in the UK</li> <li>◇ Compare land use between cities in the UK</li> </ul>	<ul style="list-style-type: none"> <li>◇ Compare settlements between countries in Europe</li> <li>◇ Compare land use between countries in Europe</li> </ul>	<ul style="list-style-type: none"> <li>◇ Compare settlements between North and South America</li> <li>◇ Compare land use between North and South America</li> </ul>	<ul style="list-style-type: none"> <li>◇ Compare settlements between a trade link country (Al Salvador)</li> <li>◇ Compare land use between a trade link country (Al Salvador)</li> </ul>
		<ul style="list-style-type: none"> <li>◇ Understand what land is used for in their immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand that land is used for different purposes</li> <li>◇ Compare settlements between Lytchett Matravers and Poole</li> <li>◇ Compare land use between Lytchett Matravers and Poole</li> </ul>	<ul style="list-style-type: none"> <li>◇ Describe what a settlement is</li> <li>◇ Compare settlements between the four countries in the UK</li> <li>◇ Compare land use between the four countries in the UK</li> <li>◇ Describe the similarities and differences in how land is used in different capital cities in the UK</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand what we mean by settlement and how land use influenced settlement</li> <li>◇ Compare urban and rural settlements</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explain how land use in a particular area has changed throughout history ( )</li> <li>◇ Explore the impact tourism has in mountains</li> <li>◇ Compare mountain and lowland settlements</li> </ul>	<ul style="list-style-type: none"> <li>◇ Discuss land use in biomes across the globe</li> </ul>	<ul style="list-style-type: none"> <li>◇ Draw conclusions and develop informed reasons for the changes in settlement <b>populations</b> with relation to land use and trade</li> <li>◇ Explain the global supply chain</li> <li>◇ Understand the importance of fairtrade</li> <li>◇ Explore how volcanoes and earthquakes impacts settlements and land use</li> </ul>

**WEATHER**

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>PATTERNS</b>	<ul style="list-style-type: none"> <li>◇ Describe the weather in their immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>◇ Describe seasonal and daily weather changes locally <i>*SCIENCE LINK*</i></li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify seasonal and daily weather patterns in the 4 countries of the UK <i>*SCIENCE LINK*</i></li> <li>◇ Compare the weather in Beijing and London</li> <li>◇ Understand the dangers of weather</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explore how weather differs across different African countries</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explore how weather differs in mountains</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand about weather patterns in North and South America and relate these to climate zones</li> <li>◇ Explore weather patterns around the rainforest</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand about world weather and patterns, and relate these to climate zones and how these support trade around the world</li> </ul>
<b>WATER CYCLE</b>					<ul style="list-style-type: none"> <li>◇ Understand and describe the water cycle and its impact on the weather <i>*DANCE/ SCIENCE LINK*</i></li> <li>◇ Understand how severe weather can result in flooding</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand how water and weather can change coastal landscapes</li> </ul>	
<b>CLIMATE ZONES</b>			<ul style="list-style-type: none"> <li>◇ Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand how weather effects food production in the UK</li> </ul>	<ul style="list-style-type: none"> <li>◇ Understand how the weather and climate effects food production in Europe</li> <li>◇ Understand how weather differs and changes in mountain environments</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify the location of hot and cold areas of the world in relation the Equator, North and South Poles, and how climates changes across climate zones</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explain how volcanoes can effect weather</li> <li>◇ Understand how weather and climate affects world trade in produce</li> <li>◇ Understand how the climate of a region affects imports and exports</li> </ul>