



Curriculum Progression Map



ENGAGEMENT – RESILIENCE - INTEGRITY

Geography – Locational Knowledge

Year group	Key skills and 'sticky' knowledge	Key vocabulary
Year 1	<ul style="list-style-type: none"> Name and locate the 4 countries of the UK and their Capital Cities Locate and name the Seas that surround the UK Know and identify on a map the four countries that make up the United Kingdom(England, Wales, Scotland and Northern Ireland). Know the corresponding capitals for the countries above and identify on a map(London, Cardiff, Edinburgh and Belfast). Know and identify (on a map) the surrounding seas of the United Kingdom (NorthSea, Atlantic Ocean, English Channel and Irish Sea). 	Country, countries, Capital City England, Scotland Northern Ireland, Wales, London, Edinburgh, Cardiff, Belfast, United Kingdom, seas, North Sea, English Channel, Irish Sea
Year 2	<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans Know and identify on a map the seven continents (Europe, Asia, Africa, NorthAmerica, South America, Australasia and Antarctica). Know and identify on a map the five oceans (Atlantic, Pacific, Indian,Arctic and Southern). 	Continent, Oceans, Atlantic, Pacific, Indian, Arctic, Europe, Africa, Asia, North America, South America, Antarctica, Australia
Year 3	<ul style="list-style-type: none"> Locate the world's countries on maps Locate the counties and cities in the UK Identify the tectonic plates and lines of longitude and latitude that make up theEarth# On a map of England identify the counties that are famous for mining Locate USA, Croatia, Jamaica, France, on world maps- part of wider curriculumlearning Know that the Earth's crust is made up of tectonic plates and that these platesmove over time Use lines of longitude and latitude to identify countries on a map. Know that longitude lines go vertically across a map and latitude line gohorizontally across a map. Know where the equator, tropic of cancer and Capricorn on a world map. 	Tectonic plates, longitude, latitude, Croatia, Jamaica, France,

Year 4	<ul style="list-style-type: none"> • Locate countries in Europe on maps • Name and locate capital cities of countries in Europe • Know where some European countries are on a map. • Know the capital cities of some European countries. • Identify capital cities of some European countries on a map. • To demonstrate locational knowledge of countries in relation to each other: e.g. United Kingdom is North of France. 	Germany, France, Spain, Russia, Italy, Norway, Sweden, Poland, Greece, Berlin, Paris, Madrid, Moscow, Rome, Oslo, Stockholm, Warsaw, Athens.
Year 5		
Year 6	<ul style="list-style-type: none"> □ Name and locate countries and major cities of the world on maps □ Know where some key countries are on a map □ Know where the capital cities are for these countries on a map 	

Curriculum Progression Map - Milestones

Geography – Place Knowledge

Year group	Key skills and 'sticky' knowledge	Key vocabulary
Year 1	<ul style="list-style-type: none"> • Study the human and physical geography of a small area of the UK (Bratton, Westbury) • Know that a village is smaller than a town, we live in a village called Bratton • Know the town we live in is called Westbury. • Know the county we live in is called Wiltshire. • Know that the country we live in is England. • Know that the United Kingdom is an island in Europe. • Know that all streets have a name and a post code. • Know their own address and the address of the school. • Know local buildings in the surrounding locality (school, shop, town, library, vets and church) linked to the locality walk. • Know the purpose of the above buildings, also including (hospital, supermarket, bus station and dentist) e.g. Know I go to the doctors if I am ill. I go to the bus station to travel somewhere. • Know the types of houses that are in our local area (flats, terraced, semi- <ul style="list-style-type: none"> ◦ detached, detached) 	village, town, county, Europe, England, island Country, continent, buildings, local, street, postcode

<p>Year 2</p>	<ul style="list-style-type: none"> • Identify the similarities and differences between a small area of the UK and anon-EU country. • Know that the region we live in is called the South West. • Know the types of houses that are in our local area (flats, terraced, semi-detached, detached) • Know that the continent we live in is called Europe. • Know that the United Kingdom is a group of islands which are part ofthe European Continent. • Know and explain how two settlements (one European and non-European) aregeographically similar or different. • Know and name the following physical geography vocabulary to describe a European and non-European settlement (coast, cliff, mountain, beach, forest, hill,sea, ocean, river and valley). • Know and name the following human geography vocabulary to describe a Europeanand non-European settlement (city, town, village, factory, farm, house, office, port, harbour and shop). 	<p>flat, terraced, semi-detached, detached Settlements, climate, drought, urban, rural, regions, similarities, differences, physical, human, landmarks</p>
<p>Year 3</p>	<ul style="list-style-type: none"> • Identify land-use patterns and change over time • Identify human and physical features of (Wiltshire) A region in the UK • Identify, using maps, how land use in Wiltshire has changed over time. • Know reasons for changes in land use in Wiltshire over time, particularlydeforestation. • Identify the towns and cities in Wiltshire on a map. 	<p>Wiltshire, Longleat/Savernake Forest,land use, deforestation</p>
<p>Year 4</p>	<ul style="list-style-type: none"> • Identify similarities and differences between a region in the UK and a region ofa European country (Italy) • Identify similarities and differences between England and a city in Italy • Know both places are in Europe • Know the climate differences between the two places. • Know the primary language spoken in the city in Italy • Know what both places are famous for. 	<p>Italy, Rome, Venice, Verona, Milan, Sicily, Puglia</p>
<p>Year 5</p>	<ul style="list-style-type: none"> • Identify similarities and differences between a region in the UK and a non-European region (South Africa). • Identify similarities and differences between England and South Africa • Know the climate differences between the two places. • Know the primary language spoken in South Africa • Know what both places are famous for. 	<p>South Africa</p>
<p>Year 6</p>	<ul style="list-style-type: none"> • Identify similarities and differences between a region in the UK and a region ofa South American country (Brazil) • Identify similarities and differences between England and Brazil • Know the climate differences between the two places • Know what both places are famous for 	<p>Brazil, Fair Trade</p>

Curriculum Progression Map – Milestones

Year Group	Geography – Human and Physical Geography Key skills and 'sticky' knowledge	Key Vocabulary
Year 1	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK • Locate areas and countries which are hot and cold around the world (in relation to the equator and north and south poles) • Use geographical vocabulary to refer to key human features. e.g. hospital, supermarket, station, shop • I can identify the Equator on a globe and world map. • I know that the hot places on the globe are located around the equator • Know and order the seasons of the year (Spring, Summer, Autumn and Winter). • Know weather-specific vocabulary and link words to the correct seasons (rain, snow, sun, fog, cloud(y), hail, thunder, lightning and wind). • Know that the above weather can feature in more than one season. • Know the location of hot and cold areas of the world in relation to the equator and Poles. • Know that the North and South Poles are deserts. • Know that countries near to the equator don't have seasons because they are closest to the sun. 	<p>Seasons, weather, forecast, equator, South Pole, North Pole, Desert, hot places, cold Places, Spring, Summer, Autumn, Winter, school, shop, town, church, supermarket, hospital, bus station, dentist, snow, rain, sun, fog, cloudy, hail, thunder, lightning, wind</p>
Year 2	<ul style="list-style-type: none"> • Be able to use some key geographical vocabulary e.g. coast, cliff, mountain, beach, forest, hill, sea, ocean, river and valley • I can identify key human features of London. i.e. Big Ben, St Paul's Cathedral, Bridges and Transport Systems • I can identify key physical features of London. i.e. River Thames • Know and name the following physical geography vocabulary to describe a European and non-European settlement (coast, cliff, mountain, beach, forest, hill, sea, ocean, river and valley). • Know and name the following human geography vocabulary to describe a European and non-European settlement (city, town, village, factory, farm, house, office, port, harbour and shop). 	<p>Skyline, sky scraper, light house, tide, rockpool, cliff, island, landmarks, coast, cathedral, harbour, port, beach</p>
Year 3	<ul style="list-style-type: none"> • To describe and explain key aspects of physical geography especially volcanoes and earthquakes. • To describe and explain key aspects of physical geography including rocks and soils. • To describe and explain key aspects of human geography eg. Settlements and land use, commercial use and trade links (mining). • Know how volcanoes are formed • Know what happens when a volcano erupts • Know the parts of a volcano • Know the types of volcano • Know why earthquakes happen • Identify famous volcanoes on a map • Volcano topic linked to Pompeii (Y3/4) • Know that that plates move backwards and forwards causing friction, resulting in volcanoes and earthquakes. 	<p>Volcanoes, earthquakes, lava, magma, eruption, crust, plates, core, mantle, cracks, plate boundaries, ring of fire, ash cloud, vent, conduit, magma chamber, crater, layers, fault line, epicentre, tremors, magnitude, Richter Scale, seismologists, metamorphic,</p>

	<ul style="list-style-type: none"> • Know that tremors can be felt and are measured in magnitude on the RichterScale by seismologists. • Know the three types of rocks: metamorphic, sedimentary and igneous rocks. • Know that rocks and soil wear away over time (erosion/erode). • Know how land has been used in Wiltshire in the past (mining/farming) • Know how settlements have changed over time since the Stone Age 	<p>sedimentary, igneous, mine, trade,</p>
<p>Year 4</p>	<ul style="list-style-type: none"> • Identify key aspects of human geography including: land use, factories, farms,villages, harbours and ports. • To describe and identify key aspects of physical geography eg. Rivers and watercycles. • Know key vocabulary relating to rivers and water cycles • Know each of the stages of the water cycle • Know the journey of a river from the source to the sea • Know key parts and features of a river • Know Bristol's River is the River Avon . • Know the longest river in the UK is the River Severn. • Describe the features of key aspects of human geography • Know how to explain the difference between agriculture and tourism using thefollowing vocabulary: city, village, factory, farm, office, harbour and port. 	<p>tourism, tourists, agriculture, city, village, factory, farm, office, harbour, port, sun, evaporation, condensation, cloud(y), wind, precipitation, streams, valley, meander, river, tributary, run-off, surface run-off, ground water, flood plain, river mouth, estuary, rainfall, source</p>
<p>Year 5</p>	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including mountainsand climate zones. • Describe and understand key aspects of human geography including settlementsand land use. • Know the three largest mountains in the UK, Ben Nevis (Scotland), Snowdon (Wales) and Scafell Pike (England). • Know the difference between a hill and a mountain (mountain above 300m). • Know that most mountain ranges have been formed by movements in the Earth'scrust. • Know and describe locations on a map or globe that experience: tropical climate,dry climate, mild climate, continental climate, polar climate and mountainous climate and discuss similarities and differences in weather conditions. • Know and discuss reasons for changes in climate and results in climate change. 	<p>tropical climate, dry climate, mild climate, continental climate, polar climate, mountainous, climate change, biome, settlement, mountain, peak, summit, altitude, Ben Nevis, Snowdon,Scafell Pike, Junko Tabei</p>
<p>Year 6</p>	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including rainforests. • Describe and understand key aspects of human geography including trade linksand the distribution of food. • Know and explain the goals of Fair Trade and know that Fair Trade crops aregrown ethically • Know that Fair Trade produce can be identified by the Fair Trade Logo and thatcertain supermarkets are synonymous with selling Fair Trade products e.g. the Co- operative. • Know that food travels from source to supermarket, and that this distance is measured in food miles. 	<p>Fair Trade, cocoa beans, bananas, crops, ethically, produce, logo, supermarkets, Co- operative, source, food miles, climate change, global</p>

	<ul style="list-style-type: none"> • Know and explain some examples of how climate change has impacted our planet. • Know and explain some reasons for climate change • Locate the world's rainforests on a world map • Know the composition of rainforests including the different layers • Know what animals live in rainforests • Know and explain the reasons for deforestation • Know and explain the impact deforestation • Know how we can protect rainforests and their animals 	warming, rainforest, deforestation, forest floor, understory, canopy, emergent
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Curriculum Progression Map

Geography – Geographical Skills and Fieldwork

Year group	Key skills and 'sticky' knowledge	Key vocabulary
Year 1	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of the surrounding area. • Use world maps, atlases and globes to identify the UK and its countries • Know that we use an atlas, globe and a map to find out information about countries. • I can find the UK on a world map and globe • I can identify the 4 countries of the UK on a map of the UK. • I can identify the capital cities of the 4 countries of the UK. • Know, from undertaking fieldwork, that information can be gathered about our local area by observing the traffic in a survey (link maths – pictograms). 	Atlas, globe, map, Europe, fieldwork, survey, tally, observe, map symbols, key, traffic
Year 2	<ul style="list-style-type: none"> • Use simple compass directions and directional language to describe locations on a map. • Use aerial photographs including Google Earth to recognise landmarks and basic human and physical features • Use world maps, atlases and globes to identify the 7 continents and 5 oceans of the world. • Know how to use a virtual map to gather information, using index, search bar, zooming tool and orientation • Know how to use aerial photographs (including Google Earth) to identify <ul style="list-style-type: none"> ◦ key landmarks- both physical and human (e.g. over London – Big Ben, River Thames, London Eye, Bridges, and Transport System). • Know that the orientation of a compass is North. • Know the four points of a compass (North, East, South and West). • I can label the 7 continents of the world on a world map. 	Virtual map, aerial photo, orientation, compass, direction, North, South, East, West.

<p>Year 3</p>	<ul style="list-style-type: none"> • Use maps to identify countries and features of physical geography (volcanoes). • Use fieldwork to observe land use in an area of Wiltshire. • I can use world maps to identify countries of the world. • I can use world maps to identify the location of volcanoes. • I can observe how the land has been used in Sherwood Forest using a range of OS maps and aerial photographs 	<p>Observation, OS maps</p>
<p>Year 4</p>	<ul style="list-style-type: none"> • Use Ordnance Survey maps and four-figure grid references to build knowledge of the United Kingdom and the wider world. • Measure and record rainfall and temperature • Identify the Northern and Southern Hemisphere • Use OS maps to build knowledge of the UK • Use four-figure grid references to build knowledge of the UK • Measure and record rainfall. • Measure and record temperature. 	<p>two-figure grid reference, four-figure grid reference, rainfall, millimetres</p>
<p>Year 5</p>	<ul style="list-style-type: none"> • Measure, record and present aspects of physical geography using graphs • Know how to use graphs to record features such as temperature or rainfall across the world. • Know that rainfall and temperature can be presented in graphs and know how to interpret this information (link to maths). 	<p>graph</p>
<p>Year 6</p>	<ul style="list-style-type: none"> • Use six-figure grid references and Ordnance Survey maps to build knowledge of the UK and wider world • Use lines of longitude and latitude to locate places • Recognise and use time zones and identify the Greenwich meridian • Use six-figure grid references on OS maps to locate positions 	<p>Six-figure grid reference, time zone, Greenwich meridian</p>