



Stepping Stone Primary School Geography Progression Map



CURRICULUM AREA	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KEY TOPICS/LEARNING	Are we nearly there yet? Do you want to be friends? Do you want to read a story? Do cows drink milk? Why do ladybirds have spots?	Moon Zoom! Dinosaur Planet Enchanted Woodland Rio De Vida	Land Ahoy! Street Detectives Scented Garden	Scrumdiddlyumptious Flow Mighty Metals Tribal Tales	Road Trip USA Blue Abyss Romans	Magical Forces! Divorced, Beheaded, Died! Stargazers!	Hola Mexico! British Empire WWII Revolution Frozen Kingdom
VOCABULARY	Town, weather, hot, cold, here, there, near, far, world, road, river, route, map Holiday, transport Season, world, village, countryside, farm, factory, house, hill, sea, beach, shop,	Simple vocabulary: Near, far, wet, sunny, hot, dry, cold, house, school, street, shop, Human geography, Brazil, Brasilia, physical geography, coast, beach, rainforest, city, United Kingdom, world, country, amazon, forest, wood, England, Scotland, Northern Ireland, valley, North Sea, Irish sea, the channel, mountain, river, office, atlas, left, right, climate, coastline, continent, humid, landscape, mountain, Rio de Janeiro, South America, tropical, Sugarloaf Mountain	Develop vocabulary: Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert, Harbour, port, cliff, ocean, soil, Atlantic, Pacific, Indian, English Channel, Irish Sea, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, UK capital cities, soil, valley, coast, island, vegetation, season and weather, key human features, including city, town, village, factory, farm and lighthouse, key, land, shore	Continue to develop vocabulary: Temperature, rainfall, environment, landscape, transport, pollution, Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non-European, aquatic, channel, condensation, confluence, delta, rocks, deposition, current, downstream, erosion, evaporation, estuary, floodplain, flow, hemisphere, hydropower, meander, mouth, outflow, oxbow lake, precipitation, riverbank, river basin, run-off, sediment, tributary, upstream, water cycle, waterfall, stream	Continue to develop vocabulary: rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle, equator, North America, continent, capital, climate, demographic, landmark, population, State, USA cities, trade links, resources,	Use precise geographical vocabulary: coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, UK locations – Henry VIII house locations Maps, atlas, grid references, symbols, Africa, Egypt, desert, Giza, River Nile, pyramid, sphinx, Tutankhamun, Valley of the Kings	Be able to describe and start to explain geographical processes using the correct terminology. Biomes, longitude, latitude, rivers, meander, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern and Southern hemisphere, Volcanoes, earthquakes, vegetation belts, compass, graphs, climate zones Chihuahuan Desert, Mexico, Central America, Maya Temple, Maya Glyphs, Maya Deity, May Stelae, climate, diverse, equinox, landscape, Mexico City, region, Rio Grande, settlement,
Map Skills	Draw information from a simple map Use a car/beebot mat Use books such as Rosie's Walk Going on a Bear Hunt Hungry Hen The Journey The Train Ride The Naughty Bus	Follow directions; up/down, left/right, behind/in front of 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 Use relative vocab; bigger/smaller, like/unlike Label key physical and human features/places on a familiar map	Follow directions; North, East, South, West. Use class agreed symbols on simple map. -Spatial matching; match the same area eg continent on a larger map. -Make a representation of a real or imaginary place -Use a plan and infant atlas to help create simple maps.	Use pairs of coordinates and four compass points. Introduce need for a key and standard symbol. Spatial matching, boundary matching; eg. country boundary on a different scale map. Make a map of a short route with features in the correct order.	Begin to use 4-figure grid reference to locate features on a map. Introduce need for a key and standard symbol. Make own maps of real places with increasing accuracy. Use a variety of maps of different scale to locate places.	Use 6-figure grid reference to locate features on a map. Use eight compass points. Draw a map using symbols and a key, awareness of OS symbols. Measure straight line distance on a plan. Draw a variety of thematic plans, based on own data. Compare large-scale map and vertical photo, select maps for a purpose.	Use 6-figure grid reference to locate features on OS map. Use OS standard symbols. Scale reading and drawing, comparison of map scale. Draw scale plans of increasing complexity. <i>Follow route on small-scale OS map and describe features seen.</i>

Enquiry Skills	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Use resources provided and their own observations to respond to questions about places.	Select information from resources provided.	Use skills and sources of evidence to respond to a range of geographical questions.	Use skills and sources of evidence to respond to a range of geographical questions.	Draw on their knowledge and understanding to suggest suitable geographical questions for study.	Identify relevant geographical questions.
	Recognise some similarities and differences between life in this country and life in other countries.	<i>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</i>	Use this information and their own observations to ask and respond to questions about places.	Offer reasons for some of their observations and judgements about places.	Offer reasons for some of their observations and judgements about places.	Use a range of geographical skills and evidence to investigate places and themes.	Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.
	Recognise some environments that are different from the one in which they live.		Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map	Offer explanations for the location for some human and physical features in different localities.	Offer explanations for the location for some human and physical features in different localities.		They reach plausible conclusions and present their findings both graphically and in writing.
Field Work	Understand the effect of changing seasons on the natural world around them.	Use world maps, atlases and globes to identify the United Kingdom and its countries.	Plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
	Draw information from a map <i>Plot colour cars found on a map of the car park</i>		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 and the key human and physical features of its environment	Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Learn the eight points of a compass, four-figure grid references.	Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.	Extend to 6 figure grid references with teaching of latitude and longitude in depth.
	Understand the effect of changing seasons on the natural world around them.	Use simple fieldwork and observational skills to study the geography of their school and its grounds surrounding	Devise a simple map; maps of school environment	Use four-figure grid references on a map	<i>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.</i>	<i>Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i>	Expand map skills to include non-UK countries. Confidently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Place and Locational Knowledge	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Understand and identify the difference between human and physical geography.</p> <p>Compare contrasting climates/landscapes</p>	<p>Name and locate the surrounding seas of the United Kingdom.</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Understand and study the difference between human and physical geography with a study of a contrasting location</p> <p>Know the basic compass directions (north, east south, west).</p>	<p>Name and locate several countries in Europe including France, Germany, Spain and Italy</p> <p>Identify capital cities of Europe. Identify countries first then capitals?</p> <p>Name different cities of the UK and the human and physical characteristics.</p> <p>Identify and locate highest mountains/volcanoes in the world. Compare with UK.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions (habitats link).</p> <p>Locate and name the main counties and cities in England.</p> <p>Locate and name the main counties and cities in/around Steyning and West Sussex</p> <p>Locate north and south Americas (states)</p> <p><i>Compare USA states with UK counties</i> Names and locate counties of the UK</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p><i>Locate the main countries in Europe. Locate and name principal cities.</i></p>	<p><i>Understand and compare human and physical geography of a region of the United Kingdom/a region in a European country/a region in North or South America</i></p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Changes in land use</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p><i>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</i></p>	<p>Consolidate longitude and latitude with regards to the placement of countries?</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Identify the position and significance of latitude/longitude <i>and the Greenwich Meridian. Linking with science, time zones, night and day</i></p>
Human and Physical Geography	<p>Recognise some environments that are different from the one in which they live.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to: key physical features, including: rainforest, hill, mountain, soil, valley, vegetation, key human features, including: city, town, village, factory, farm, house, office</p>	<p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, lighthouse, island, harbour and shop</p> <p>Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles</p>	<p>Describe and understand key aspects of rivers and the water cycle</p> <p><i>Describe and understand volcanoes and earthquakes</i></p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; biomes</p> <p>Human Geography including trade links in the Pre-Roman era</p>	<p>Describe and understand key aspects of:</p> <p>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)</p> <p>Types of settlements in Early Britain, such as villages and towns. Why did early people choose to settle there</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Human geography including trade between UK and Europe and ROW</p>
Any other Geog skills taught?	<p>Impact of humans on environment – <i>Wangaris trees of peace</i></p> <p>Planting seeds and climate needed</p> <p>Comparing Africa to England</p>						