

Geography progression map

Locational knowledge – Where is _____ on the map?

Place knowledge – What is _____ like and how is it different / similar to Guiseley?

Human and physical features – Being a geographer. How can I describe what the land and the people are like there?

Mapping and fieldwork – How can I use my skills to create and follow maps which show the features?

Year Group	Autumn		Spring		Summer	
Y1	Geography: What is the United Kingdom? Oddizzi unit- KS1 The United Kingdom		Geography: What is part of our local area? Oddizzi Unit- KS1 Our Local area		Geography: What is meant by Weather and Seasons? Oddizzi Unit- KS1 Weather and seasons	
Mapping and fieldwork skills	Use a world map, atlas and globe to identify the United Kingdom. Use a world map, atlas or globe to identify the seven continents.	Lessons 1 and 2	Use and understand simple compass directions. Use simple fieldwork skills to identify the school and its grounds using aerial photos. Mapping skills: Devise a simple map with key for	Lesson 1 Lesson 3 Lesson 4 Lesson 5 Lesson 6	Understand how the weather impacts the local area – mapping the school grounds for season features e.g. drains, shelters	Lesson 3 Lesson 5

		the school and its grounds.	
Locational knowledge	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, its countries and its surrounding seas.</p> <p>Understand the location of the United Kingdom in reference to the seven continents.</p>	<p>Locate Guiseley, Leeds and Yorkshire on a map of the United Kingdom.</p> <p>Name, locate and identify the countries of the United Kingdom and their capitals.</p>	<p>Locate Guiseley, Leeds and Yorkshire on a map of the United Kingdom.</p> <p>Name, locate and identify the countries of the United Kingdom and their capitals.</p>
Place knowledge	<p>Identify similar and different characteristics of the United Kingdom countries and know their capitals.</p>	<p>Understand geographical similarities to Guiseley and surrounding villages.</p>	<p>Identify seasonal characteristics in the United Kingdom and how we adapt for these e.g. clothing</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>
Human and physical geography	<p>Identify key human features across the United Kingdom – city, town, village, factory, farms, ports, churches, houses etc</p> <p>Identify key physical features across the United Kingdom - beach, mountains, cliffs, lakes, sea, ocean etc</p>	<p>Identify key human features – city, town, village, factory, farm etc</p> <p>Identify key local physical features – hill, river, valley etc</p>	<p>Understand how weather features impact human geography .e.g living by or away from rivers (flooding), living by or away from mountain tops (snow and ice), how the weather generates jobs.</p>
Y2	<p>Geography: Our Wonderful World</p> <p>What are the seven wonders of our world? (Continents)</p> <p>Oddizzi Unit- Continents and Oceans KS1</p>	<p>Geography: Journeys – Hot and Cold Places</p> <p>Link to food where possible.</p> <p>Oddizzi Unit- Hot and Cold Places KS1</p>	<p>Geography: How is it different to Guiseley in other places in the world?</p> <p>Oddizzi Unit- Contrasting Locality (Zambia)</p>

Mapping and fieldwork skills	Use world maps, atlases and globes to locate the UK, the world's continents and oceans.	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Use world maps, atlases and globes to identify countries, continents and oceans – Arctic and Antarctic Use the above to identify deserts, rainforests, snow and ice from aerial photos	Lesson 1	Lesson 1 Lesson 2 Lesson 5 Lesson 6
Locational knowledge	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's 7 continents and 5 oceans	Identify the location of hot and cold regions of the world including the poles.		Name, locate and identify characteristics of Africa as a continent, and Zambia specifically.	
Place knowledge	Understand that each continent has different geographical features. Compare and contrast different continents by their place geographical features.	Understand the geographical features of polar regions. Understand the wildlife adaptations in polar regions and desert regions. Compare the weather in places of extreme heat and cold to that of Guiseley.		Understand geographical similarities and differences between Guiseley and Zambia (in particular the village of Mugurameno) Understand, compare and contrast the climate and wildlife of Guiseley versus Zambia.	
Human and physical geography	Understand key physical features, including: beach, cliff, coast, forest, hill,	Understand how humans make adaptations to live in hot and cold places in terms of clothing, homes.		Identify key human features – city, town, village, factory, farming types, ports etc	

	mountain, sea, ocean, river, soil, valley, vegetation, season and weather Understand key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		Recognise and identify the physical features of hot and cold places e.g. hot deserts, ice caps, rainforests		Identify key local physical features – hill, river, valley, season, weather	
Y3	Geography: Climate and Weather Why is climate important? Oddizzi Unit- KS2 Climate Zones		Geography: The United Kingdom Where on Earth are we? Oddizzi Unit-KS2 The UK		Geography: Mountains What is it like in the mountains? Oddizzi Unit- Mountains	
Mapping and fieldwork skills	Use world maps to understand the climate. Collate weather data on play ground each day and turn into a graph. Observe, record and measure.	Lesson 1 Lesson 2 Lesson 4	Use world maps, atlases and globes to locate the UK and areas within it. Fieldwork film runs throughout unit. Use of ordinance survey maps if possible.	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	Use world maps, atlases and globes to locate mountainous regions around the world. Fields work film of Everest base camp.	Lesson 1 Lesson 2 Lesson 4 Lesson 5
Locational knowledge	Name, locate and identify the position of the Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.		Name and locate counties and cities of the United Kingdom. Use maps and atlases to identify different topographic features, geographical regions and land-use patterns in the UK.		Use maps, atlases and digital mapping to locate the major mountain ranges of the world.	
Place knowledge	Locate and describe and understand different climate zones in specified parts of the world.		Understand and describe what a place in the UK is like based upon: The geographical regions.		Locate and describe mountainous zones in different continents including the UK, Asia and America.	

		<p>The land-use patterns. The topographic features of the UK from a map.</p> <p>Understand how the UK has changed over time.</p>	<p>Understand and describe mountains based on topographical features.</p>
Human and physical geography	<p>Describe the physical geography of a place in relation to climate e.g temperate, rainforest.</p>	<p>Describe and understand key elements of physical geography including land-use, biomes, mountains, coasts.</p>	<p>Describe and understand key elements of physical geography in the mountains e.g peaks, face, valley, river source, rivers, biomes, volcanoes, mountains, climate zones.</p> <p>Describe and understand key aspects of human geography including types of settlement and land-use, economic activity, trade, natural resources, energy, food and minerals.</p>
Y4	<p>Geography: Countries of the world</p> <p>Where is the Amazon and what is it like there?</p> <p>Oddizzi Unit- South America – The Amazon Basin</p>	<p>Geography: Rivers and the Water Cycle</p> <p>Where do rivers begin and end?</p> <p>What makes a river the way it is</p> <p>Oddizzi Unit- KS2 Rivers</p> <p>Going Places Resource: KS2 River Detectives - Oddizzi</p>	<p>Geography: Rainforests</p> <p>Oddizzi Unit- KS2 Rainforests</p>
Mapping and fieldwork skills		<p>Using maps and atlases to locate the world's longest rivers.</p>	<p>Lesson 1 Lesson 3</p> <p>Use world maps, atlases and globes to locate rainforests around the world</p> <p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5</p>

			Use video clips for virtual field work about stages of a river.		and discuss their climate. Fields work film that runs alongside unit.	Lesson 6
Locational knowledge	<p>Locate the world's countries, using maps to focus on South America – identifying its countries, cities and geographical regions. Locate the Amazon river on a map of South America.</p> <p>Locate the Equator. Use lines of longitude and latitude.</p> <p>Identify the Prime / Greenwich Meridian time zone.</p>	<p>Name and locate using maps and atlases the continents and their longest river.</p> <p>Name and locate key topographical features of the UK – rivers</p>	<p>Name and locate using maps and atlases the continents and their areas of rainforest.</p> <p>Identify the position and significance of the lines of latitude, the Equator, the hemispheres and Tropics of Cancer and Capricorn</p>			
Place knowledge	<p>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</p>	<p>Understand climate and rainfall in relation to the rivers and the water cycle.</p>	<p>Understand what it is like in rainforest biomes. Identify features both physical and human which are associated with rainforests e.g. wildlife, daily life, jobs.</p> <p>Understand the impact on a rainforest setting of deforestation.</p>			
Human and physical geography	<p>Describe and understand key elements of physical geography in relation to South America e.g rivers, delta, rainforest, biomes, cities, mountain ranges.</p>	<p>Describe and understand key elements of physical geography e.g rivers, river basin, source, delta</p> <p>Describe and understand key elements of human geography e.g</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p>			

			settlements, land use, economic activity including trade links.		Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
Y5	Geography: Volcanoes and Earthquakes Oddizzi Unit- KS2 Separate Units for Volcanoes and Earthquakes		Geography: Europe Oddizzi Unit -KS2 Europe study of a Country / Region		Geography: Journeys - Clothes (Trade) Where does all our stuff come from? Oddizzi Unit- KS2 World Trade (Scheme of Work)	
Mapping and fieldwork skills	Use maps, atlases and globes to locate the ring of fire and help pupils understand the location of volcanoes/ earthquakes. Virtual fieldwork film.	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Use maps, atlases and globes to locate the ring of fire and help pupils understand the location of countries in Europe.	Part 1 Part 2 Part 3 Country power points also include map work.	Use maps, atlases and globes to locate trade routes and countries where certain products come from.	Lesson 1 Lesson 2
Locational knowledge	Use maps and atlases to locate and identify volcanic regions across the globe including the Ring of Fire.		Use maps and atlases to locate Europe's countries, their environmental regions, major cities, major physical characteristics (seas, rivers, mountains)		Use maps and atlases to locate the continents, understanding their location in relation to one another.	
Place knowledge	Describe what volcanic regions look like and how living near a volcano can				Understand that different places produce different natural resources	

	affect those around it – what is the impact of this type of geographical feature of a place and on humans?		Understand similarities and differences between a contrasting European country and Guiseley. Understanding similarities and differences between different European countries e.g. Switzerland versus Denmark; Portugal versus Finland (detailed examples on MTP)		(physical geography) and the impact that has on its people (human geography). Understand that different places are unable to produce certain goods and must trade these.
Human and physical geography	Describe and understand key aspects of physical geography including: volcanoes, earthquakes, the Earth's plates		Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Describe and understand key aspects of physical geography: natural resources, minerals Human geography: trade routes, land use, industry
Y6	Geography: North and South America Oddizzi Unit- Rio and South East Brazil		Geography: Go Guiseley Oddizzi Unit- Upper KS2 Local Area (Scheme of Work)		Geography: Farming and Sustainability Where do we get our food from? Oddizzi Unit- Food and Farming (Scheme of Work) Going places resource: Food and Farming - social studies for kids
Mapping and fieldwork skills	Use maps, atlases and globes to locate the ring of fire and help pupils understand the location of	Lesson 1 Lesson 2	Use of compass points and ordinance survey maps to research the local area.	TBC	Use maps, atlases and globes to locate where certain food is grown, build upon Lesson 1 Lesson 2

	North/South America and then the countries and states within it.		Observe measure and record human features in the local area.		knowledge of trade routes.	
Locational knowledge	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Identify the position (recap) and significance of the Equator.</p>		<p>Use maps and atlases to locate Europe, the UK, Yorkshire, Leeds, Guiseley on maps of increasing detail and scale. Identify the key features of each type of region: country, county, city, town</p> <p>Understand and interpret aerial and ordnance survey maps. Demonstrate topographic awareness and understanding through the creation of maps.</p>		<p>Use maps, atlases and digital / computer mapping to locate where in the world particular foods are grown. Identify patterns in food growth based upon physical geography e.g climate.</p>	
Place knowledge	<p>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</p> <p>Understanding that different countries are in different time zones and how these are organised.</p>		<p>Identify and discuss the key features of the local area, both physical and human to identify positives and negatives of the local area. Understand how a settlement meets the needs of the population.</p>		<p>Understand the impact on the planet through food transportation.</p> <p>Understand the impact on humans of farming, food processing - both positive and negative.</p> <p>Understand the benefits of sustainability farming and eating the produce of your own country. Understand what impact this would</p>	

			have on our food choices compared to that of another nation.
Human and physical geography	Describe and understand key aspects of physical geography including: rivers and their features, valleys, mountains, coasts, Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Describe and understand key aspects of physical geography including: locally visible physical geography (hills, valleys, rivers, forests, woodland) Describe and understand key aspects of human geography including: industry e.g. factories, leisure facilities, schools, farming (locally visible)	Describe and understand key aspects of physical geography including: raw materials, minerals Describe and understand key aspects of human geography including: industry e.g. factories, farms, airports, ports, trade routes, settlements based around food

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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
- 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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), 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 Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

