

# Primary Progression Map for Key Concepts/Big Ideas of Geography: Space and Scale

	EYFS	KS1	Y3/4	Y5/6
Space & Scale	<p>Name and identify:</p> <ul style="list-style-type: none"> <li>• Their home</li> <li>• Their school</li> <li>• Their village/ town/ city</li> <li>• Their country</li> </ul> <p>Identify forward, backward, left and right.</p> <ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>	<p>Name and identify/locate:</p> <ul style="list-style-type: none"> <li>• North and South Poles,</li> <li>• Equator,</li> <li>• 4 Compass points N, S, E, W</li> <li>• 7 continents,</li> <li>• 5 oceans.</li> <li>• 4 countries of UK</li> <li>• Capitals of UK</li> <li>• UK surrounding seas</li> <li>• Where they live</li> </ul>	<p>In addition to KS1 name and identify/locate:</p> <ul style="list-style-type: none"> <li>• N. &amp; S. hemispheres,</li> <li>• Tropics Cancer &amp; Capricorn,</li> <li>• Arctic and Antarctic Circle,</li> <li>• 8 Compass points,</li> <li>• 4 figure grid references.</li> <li>• Key countries studied (Including capitals of these)</li> <li>• Key European countries (Including capitals of these)</li> <li>• Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc)</li> <li>• Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge, etc)</li> </ul>	<p>In addition to KS1 and Yr3/4 name and identify/locate:</p> <ul style="list-style-type: none"> <li>• Latitude and, longitude,</li> <li>• Prime / Greenwich Meridian &amp; time zones,</li> <li>• 8 Compass points,</li> <li>• 6 figure grid references.</li> <li>• Regions of North or South America</li> </ul> <p>Continue to extend:</p> <ul style="list-style-type: none"> <li>• Key countries studied (Including capitals of these),</li> <li>• Key European countries (Including capitals of these)</li> <li>• Regions of Europe, other continents studied.</li> <li>• Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc)</li> <li>• Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge, etc)</li> </ul>
Possible Questions	<ul style="list-style-type: none"> <li>• Where is it?</li> <li>• What is it like?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>C</b>ontinent- Which continent is it in?</li> <li>• <b>O</b>ceans and seas – Which oceans and seas are nearby?</li> <li>• <b>W</b>eather- What is the weather like there? Is it hot or cold there? Is it nearing the Equator or the poles?</li> <li>• <b>W</b>ho and What – Who (people) and what (animals and plants) live there?</li> <li>• <b>S</b>ee – What would we see there? What is natural? What has been made by humans?</li> </ul> <p>• What is your address?</p> <p>• What country do they live in? What is the capital?</p> <p>Can you describe a given place (non-European)?</p>	<ul style="list-style-type: none"> <li>• <b>H</b>emisphere – Which hemisphere is it in?</li> <li>• <b>O</b>ther places – where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)?</li> <li>• <b>T</b>ime zone – Which time zone (s) is it in?</li> <li>• <b>C</b>limate – Which Climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar)</li> <li>• <b>U</b>s – Where is it in relation to our village/town/city/county/country?</li> <li>• <b>B</b>odies of water – Which bodies of water are nearby?</li> </ul> <p>• How is it similar/different to other places?</p> <p>How am I linked with people and environments in other places?</p>	<ul style="list-style-type: none"> <li>• <i>See Y3/4</i></li> <li>• Where are things located in this place? (Developing the concepts of order and pattern?)</li> <li>• What biome(s) is this place located in?</li> </ul>

## Primary Progression Map for Key Concepts/Big Ideas of Geography: Human

	EYFS	KS1	Y3/4	Y5/6
Human	<ul style="list-style-type: none"> <li>Identify things in a location that have been made by people.</li> <li>Identify a journey they go on.</li> <li>Start to identify and name features such as those listed in KS1</li> </ul>	Identify, describe and understand key human features such as: house, bungalow, flat, detached, semi-detached, terrace, shop, park, village, city, town, village, capital, building, factory, farm, factory, office, canal, railway, transport (and types), bridge, tunnel, roads, motorway, station, airport, port, harbour	Describe, understand, and compare key aspects of: <ul style="list-style-type: none"> <li>types of settlement,</li> <li>land use</li> </ul>	Describe, understand, and compare key aspects of: <ul style="list-style-type: none"> <li>energy types and usage,</li> <li>trade links</li> <li>food,</li> <li>economic activity,</li> </ul>
Possible Questions	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>What facilities might a town or village need?</li> <li>What types of buildings/housing is in this locality?</li> <li>What might they wear if they lived in a very hot or very cold place?</li> </ul>	<ul style="list-style-type: none"> <li>What types of buildings/housing is in this locality?</li> <li>What is the infrastructure like e.g., roads, railways, facilities, electricity?</li> <li>Why does a locality have certain human features?</li> <li>How do people use the key features of the land?</li> </ul>	<ul style="list-style-type: none"> <li>How are people trying to manage their environment?</li> </ul>

## Primary Progression Map for Key Concepts/Big Ideas of Geography: Physical

	EYFS	KS1	Y3/4	Y5/6
Physical	<ul style="list-style-type: none"> <li>Identify things in a location that are living (not human made)</li> <li>Describe the weather and name different types of weather.</li> <li>Identify how the weather changes what they do.</li> <li>Start to identify and name physical features such as those listed in KS1.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>	<p>Identify, describe, and understand key aspects of</p> <ul style="list-style-type: none"> <li>seasonal &amp; daily weather patterns (UK &amp; local scales).</li> <li>hot &amp; cold areas of the world</li> </ul> <p>Identify, describe, and understand key physical features such as: hill, stream, slope, river, lake, sea, ocean, island, waves, land, soil, rock, beach, mountain, wood, forest, cliff, coast, valley, season, weather.</p> <ul style="list-style-type: none"> <li>Identify the basic biomes (water/aquatic, land/terrestrial)</li> </ul>	<p>Describe, understand, and compare key aspects of:</p> <ul style="list-style-type: none"> <li>climate zones,</li> <li>rivers,</li> <li>mountains</li> <li>water cycle</li> <li>coasts</li> </ul>	<p>Describe, understand and compare key aspects of:</p> <ul style="list-style-type: none"> <li>volcanoes,</li> <li>earthquakes,</li> <li>distribution of natural resources</li> <li>biomes, (aquatic, desert, forest, tundra, grassland)</li> <li>vegetation belts,</li> </ul>
Possible Questions	<ul style="list-style-type: none"> <li>How do you get to school?</li> <li>What do you see on your journey?</li> <li>Can you describe what you can see?</li> </ul> <p>What is the weather like today?</p>	<ul style="list-style-type: none"> <li>What season is it now? How do we know?</li> <li>What is your address?</li> <li>What key physical features can they see in the place they live e.g., river, hills etc?</li> <li>Can you describe a given place (non-European)?</li> <li>Can you describe features associated with an island?</li> <li>Can you find the longest/shortest route?</li> <li>What makes a locality special?</li> </ul>	<ul style="list-style-type: none"> <li>Why is France a popular holiday destination?</li> <li>What are the main features of a village?</li> <li>What are the key differences between cities and villages?</li> <li>Why does a locality have certain physical features?</li> </ul>	<ul style="list-style-type: none"> <li>How are earthquakes created?</li> <li>Why do people's lives vary due to the weather?</li> </ul>

## Primary Progression Map for Key Concepts/Big Ideas of Geography: Change and Sustainability

		EYFS	KS1	Y3/4	Y5/6
Change & Sustainability	Change & Human Impact	<ul style="list-style-type: none"> <li>Identify how a place has changed.</li> <li>Identify how people have changed a place or feature.</li> <li>Create opportunities to discuss how we care for the natural world around us.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how some people spoil an area.</li> <li>Explain how some people try to make an area better</li> </ul>	<ul style="list-style-type: none"> <li>Suggest ways a location could be changed and/or improved.</li> <li>Explain how a location has changed over time (physical and human elements)</li> <li>Begin to identify ways in which humans have both improved and damaged the environment.</li> <li>Explain how people are trying to manage and sustain or improve their environment</li> </ul>	<ul style="list-style-type: none"> <li>Explain what a place might be like in the future taking account of issues impacting on a human and/or physical features.</li> <li>Identify ways in which humans have both improved and damaged the environment and suggest responses.</li> <li>Explain how some human activity has caused damage to the environment</li> </ul>
	Personal Viewpoint	<ul style="list-style-type: none"> <li>Identify which bits of a place they like.</li> <li>Identify which bits of a place they don't like or feel worried or unhappy in</li> </ul>	<ul style="list-style-type: none"> <li>Say what they like about their locality.</li> <li>Say what they don't like about their locality.</li> <li>Say what they like about another locality.</li> <li>Say what they don't like about another locality</li> </ul>	<ul style="list-style-type: none"> <li>Identify different viewpoints on a geographical issue or feature</li> </ul>	<ul style="list-style-type: none"> <li>Explain why people may have different viewpoints on a geographical issue or feature.</li> <li>Explain why people are attracted to live by specific geographical (physical and human) features.</li> <li>Explain the negative impact of living by specific geographical (physical and human) features</li> </ul>
Possible Questions	Change & Human Impact	<ul style="list-style-type: none"> <li>How can we look after our local environment?</li> </ul>	<ul style="list-style-type: none"> <li>What has changed?</li> <li>What caused a change?</li> <li>How are people trying to make something better?</li> </ul>	<ul style="list-style-type: none"> <li>How has a locality changed over time?</li> <li>What are the different views about an environmental issue?</li> <li>How could a locality be changed and improved?</li> <li>What might it be like in a locality in the future?</li> </ul>	<ul style="list-style-type: none"> <li>How has a locality changed over time?</li> <li>How can people manage their environment?</li> <li>How do people affect the area – positively or negatively?</li> <li>How can natural resources be sustained?</li> <li>How is it linked to other places?</li> <li>How has human activity caused an environment to change?</li> </ul>
	Personal Viewpoint	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>What do you like/dislike about a locality?</li> </ul>	<ul style="list-style-type: none"> <li>Why might people be attracted to live by .... e.g., rivers, coasts?</li> <li>Why are people attracted to live in cities? Or villages?</li> </ul>	<ul style="list-style-type: none"> <li>How could a locality be changed and improved?</li> </ul>

## Primary Progression Map for Geographical Map and Fieldwork Skills

	EYFS	KS1	Y3/4	Y5/6
<b>Map skills</b>	<ul style="list-style-type: none"> <li>To know a picture can represent a real thing.</li> <li>To know that photographs and pictures can tell us what a place is like</li> <li>To be able to recognise basic symbols: river, roads, fields, trees, buildings, train line.</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases, and globes to identify the UK, its countries &amp; surrounding seas, locate 7 continents and 5 oceans.</li> <li>Use simple compass directions (N, S, E, W) and locational &amp; directional language (e.g., near and far, left and right) to describe location of features and routes on a map.</li> <li>Devise a simple map.</li> <li>Use and construct symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases, and globes to identify hemispheres, the equator, tropics of Cancer and Capricorn and Arctic and Antarctic regions.</li> <li>Name and locate the capital cities of neighbouring European countries.</li> <li>Know and use the eight points of a compass (N, NW, W, SW, SE, E, NE)</li> <li>Begin to use 4 figure grid references.</li> <li>Use basic OS map symbols.</li> <li>Name and locate many of the world's most famous mountain regions on a map.</li> <li>Begin to use the scale bar to estimate distances.</li> <li>Make a map of a short route with features in the correct order.</li> <li>Begin to use computer mapping</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases, and globes to identify main countries in continents of the world.</li> <li>Identify the tropics of Cancer.</li> <li>Begin to understand longitude and latitude on a globe or atlas.</li> <li>Begin to use 6 figure grid references.</li> <li>Use symbols and keys including those on OS maps.</li> <li>Use maps with a range of scales.</li> <li>Follow a route on 1:50 000 OS map.</li> <li>Use digital mapping.</li> </ul>
<b>Fieldwork skills</b>	<ul style="list-style-type: none"> <li>Talk about past and present events in their own lives and in the lives of family members.</li> <li>Talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Begin to use fieldwork (e.g., sketching, photographing) and observational skills to study the geography of school and its grounds, and the key human and physical features of its surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork skills of surveying, interviewing, photography, and observations to understand how a locality has changed over time.</li> <li>Create sketch maps.</li> <li>Begin to measure record and present the human and physical features in the local area using a range of methods, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Make detailed sketches and plans.</li> <li>Devise geographical questions to guide research.</li> <li>Use data from text, images, and maps to make meaning and draw reasonable conclusions.</li> <li>Understand land height is shown on OS maps using contour lines.</li> <li>Describe and interpret relief features</li> </ul>