



Clyst St Mary Primary School

Geography Progression Framework



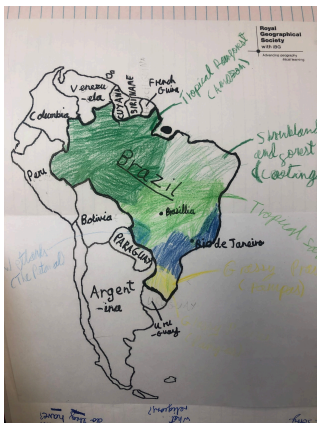
Curriculum Overview						
	KS1		Lower KS2		Upper KS2	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Understanding the World</u> - All about me - Colour - Autumn - Christmas (around the world)	London	Hot and Cold Places	Exploring the Mediterranean	Rivers and the Water Cycle	Living with Natural Disasters: Volcanoes and Earthquakes	Near and Far: Exploring mountains
<u>Understanding the World</u> - Winter - Space - People who help us - Goldilocks and the three bears (mapping and hot and cold)	Weather	Near and Far: Coasts Around the World	Food for Thought	Rainforests	Exploring North America: USA	Exploring South America: Brazil
<u>Understanding the World</u> - The zoo - Plants and life cycles - Looking after our planet - Pirates	<i>Fieldwork project:</i> Where do we live?	<i>Fieldwork project:</i> Mapping Clyst St Mary: What is my local area like?	<i>Fieldwork project:</i> Dartmoor farming	<i>Fieldwork project:</i> Rivers	<i>Fieldwork project:</i> Mapping Clyst St Mary: What is my local area like?	<i>Fieldwork project:</i> Living on the Coast
Please see additional document titled: 'Clyst St Mary Geography Curriculum Plan Overview' for medium term planning and Geography knowledge organisers (for substantive knowledge).						
Locational Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents	Locate the world's countries, using maps to focus on Europe , concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Locate the world's countries, using maps to focus on Europe and countries with Rainforests on the Equator , concentrating on their environmental regions, key physical and human characteristics, countries,	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America , concentrating on their environmental regions, key physical and human characteristics,	Locate the world's countries, using maps to focus on Europe and South America , concentrating on their environmental regions, key physical and human characteristics, and major cities.

		and five oceans	Name and locate cities of the United Kingdom and key topographical features (including hills, mountains, coasts and rivers); and understand how some of these aspects have changed over time Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.	and major cities Name and locate some counties and cities of the United Kingdom, key topographical features (including hills, mountains, coasts and rivers); and understand how some of these aspects have changed over time Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	countries, and major cities Name and locate relevant counties and confidently name and locate cities of the United Kingdom. Name and locate relevant geographical regions of the UK and North America and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how aspects of their locality have changed over time. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Begin to identify latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)	Name and locate relevant counties and confidently name and locate cities of the United Kingdom. Name and locate the relevant geographical regions of the UK, France and South America (Brazil) 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) Locate cities, counties, countries, regions and continents with speed and accuracy.
Place Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain some similarities and differences between life in the UK and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps	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	Compare and understand geographical similarities and differences through studying the human and physical geography of the local area with a non-European country.	Understand some geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	Understand some geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.	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 within South America.

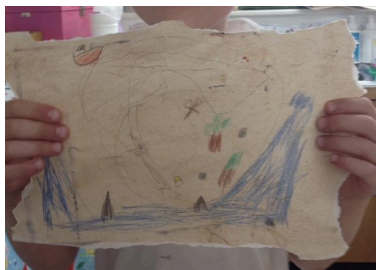
Human and Physical Geographical Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what had been read in class. Understand some important processes and changes in the natural world around them, including the seasons.	Physical: Identify seasonal and daily weather patterns in the United Kingdom Begin to identify and refer to some key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human: Begin to identify and refer to some key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Physical: 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. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify and refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human: Identify and refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Physical: Begin to identify climate zones, biomes and vegetation belts Human: Begin to identify types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food	Physical: Climate zones, biomes and vegetation belts Rivers and the water cycle Human: Types of settlement and land use; distribution of natural resources including water	Physical: Volcanoes and earthquakes Climate zones, biomes and vegetation belts, rivers, volcanoes and earthquakes, and the water cycle Human: Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including water and food.	Physical: Mountains Climate zones, biomes and vegetation belts, rivers, mountains and the water cycle Human: 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						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Draw information from a simple map. Use simple fieldwork and observational skills: walk the local area and what immediate location is like (Clyst St Mary).	With adult support, 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	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,	With support, use maps, atlases, globes and some digital/computer mapping to locate countries and describe features studied. Use the four points of a compass and symbols and key (including the use of Ordnance Survey	Begin to independently use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. Begin to use the eight points of a compass and symbols and key	Independently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key	Confidently and independently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Confidently use the eight points of a compass, four

	directions (North, South) 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. Draw a simple picture map and label particular features. Use simple fieldwork and observational skills to study the geography of the school/ local area.	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. Devise a simple map of locality using basic symbols for a key. Use simple fieldwork and observational skills to study the geography of the school/ local area.	maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Draw a simple aerial/plan view sketch map of locality using basic symbols for a key.	(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Begin to use 4 figure grid references on OS maps to build their knowledge of UK and wider world. Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies (compter mapping). Draw an aerial/plan view sketch map of locality as part of fieldwork. Map should include a key.	(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use 4 figure grid references confidently and begin to use 6 figure grid references on OS maps to build their knowledge of UK and 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. Draw an aerial/plan view sketch map of locality as part of fieldwork. Map should include a key, with refernce to OS symbols.	and six-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 4 and 6 figure grid references on OS maps to build their knowledge of UK and wider world. Confidently 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. Analyse data collected and draw conclusions. Draw a detailed and accurate aerial/plan view sketch map of locality as part of fieldwork. Map should include an accurate key (OS map symbols).
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational: Compass, map, follow, direction. X marks the spot. Physical: River, hot, cold, snowy, dessert, jungle, arctic, mountains, sea, ocean, island. Sun, snow, rain, cloud,	Locational: Equator, north, south, continent, country, capital city Physical: Physical Features: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. North and South	Locational: Equator, north, east, south, west, continent, country, capital city Places: England, London, Wales, Cardiff, Scotland, Edinburgh, Northern Ireland, Belfast, United Kingdom, Great Britain, North Sea Irish Sea.	Locational: Equator, north, east, south, west, continent, country, region, capital city Physical: Climate, biome, vegetation, hot, cold, humid, dry Human:	Locational: Equator, Tropic of Cancer, Tropic of Capricorn, north, east, south, west, continent, country, region, capital city, Physical: Climate, weather Rainforest, canopy,	Locational: Biome, equator, Tropic of Cancer, Tropic of Capricorn, north, east, south, west, continent, country, region, capital city, Northern Hemisphere, Southern Hemisphere. Physical: Climate, weather,	Locational: Biome, equator, Tropic of Cancer, Tropic of Capricorn, north, east, south, west, continent, country, region, capital city, Northern Hemisphere, Southern Hemisphere. Physical: Climate, weather,

thunder, lightening, Spring, Summer, Autumn, Winter Human: Village, road, house, shop, church, park, garage, village hall	Pole Equator. Human: Human Features: City, town, village, factory, farm, house, office, port, harbour, and shop. Geography specific/skills/resources vocabulary: weather, atlas, map, human, physical.	Physical: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. North and South Pole Human: City, town, village, factory, farm, house, office, port, harbour, and shop. Geography specific/skills/resources vocabulary: globe, compass, aerial photograph, weather, atlas, map, human, physical	Economic activity: trade links, distribution of natural resources including energy, food, minerals and water Types of settlement and land use E.G. town,hamlet,village	vegetation Water cycle: evaporation, condensation, precipitation, rain, cloud, cycle, sun, steam, transpiration, upstream, downstream, meander, river bank, erosion, estuary, ox bow lake Human: Economic activity: trade links, distribution of natural resources including energy, food, minerals and water Types of settlement and land use E.G. town,hamlet,village	vegetation belts, volcanoes, earthquakes Human: Economic activity: trade links, distribution of natural resources including energy, food, minerals and water Types of settlement and land use E.G. town,hamlet,village	vegetation belts, mountain Human: Types of settlement and land use E.G. town,hamlet,village Urbal, rural, sustainable, renewable Economic activity: trade links, distribution of natural resources including energy, food, minerals and water
			The vocabulary presented here is a recommendation of coverage and a ‘spring board’ from which classes (teachers and pupils) can develop/build upon.			
Assessment						
Assessment: Evidencing Progression of Locational Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe what immediate location is like (Clyst St Mary).	Locate the four countries of the United Kingdom on a map. Locate London on a map.	Locate the four capital cities of the UK on a map. Locate the world’s seven continents and five oceans.	Locate Europe, the Mediterranean on a world map. Locate Italy within the Mediterranean region.	Locate rainforests on a world map in relation to the equator. Locate the source and mouth of a local river.	Locate North America, USA and Canada on a world map. Locate key physical/georgaphical features on a map of USA.	Locate South America, Brazil and bordering countries on a world map. Locate key physical/georgaphical features on a map on a map of Brazil.

						
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Assessment: Evidencing Progression of Map Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Draw a simple picture map and label particular features. Map can be linked to a story.	Draw a simple picture map and label particular features.	Devise a simple map of locality using basic symbols for a key.	Draw a simple aerial/plan view sketch map of locality using basic symbols for a key.	Draw an aerial/plan view sketch map of locality as part of fieldwork. Map should include a key.	Draw an aerial/plan view sketch map of locality as part of fieldwork. Map should include a key, with reference to OS symbols.	Draw a detailed and accurate aerial/plan view sketch map of locality as part of fieldwork. Map should include an accurate key (OS map symbols).
						

Assessment: Evidencing Progression of Fieldwork Skills (example: field sketches)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use simple fieldwork and observational skills: walk the local area and what immediate location is like (Clyst St Mary).	Use simple fieldwork and observational skills to study the geography of the school/ local area. Field sketches should include main features of a landscape (drawing).	Use simple fieldwork and observational skills to study the geography of the school/ local area. Field sketches should include main features of a landscape (drawing). Sketches should include simple labels of features.	Use fieldwork to observe, measure, record and present the human features in the local area. Field sketches should include main features of a landscape (drawing). Sketches should include simple labels of geographical features (e.g. hill, road, river, shops...).	Use fieldwork to observe, measure, record and present the physical features in the local area. Field sketches should include main features of a landscape (drawing). Sketches should include labels of geographical features and technical vocabulary (e.g. river features: river cliff,	Use fieldwork to observe, measure, record and present the human and physical features in the local area. Field sketches should include main features of a landscape (drawing). Sketches should include labels of geographical features and technical vocabulary (e.g. river	Use fieldwork to observe, measure, record and present the human and physical features in the local area. Field sketches should include main features of a landscape (drawing). Sketches should include labels of geographical features and technical vocabulary (e.g. river

				meander...)	features: river cliff, meander...) Labels should also be added to the field sketch to give more information about the landscape and conditions (e.g. what was the weather like?).	features: river cliff, meander...) Labels should also be added to the field sketch to give more information about the landscape and conditions (e.g. what was the weather like?). Pupils to consider scale and distance when completing sketches.
				