

Goose Green Geography Progression

Strand/ discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	<ul style="list-style-type: none"> Settling in Our garden 	<ul style="list-style-type: none"> Farms Journeys and Adventures 	<ul style="list-style-type: none"> Where do we belong? The weather 	<ul style="list-style-type: none"> China The beach 	<ul style="list-style-type: none"> The Caribbean Treasure! 	<ul style="list-style-type: none"> Rainforests Our Continent 	<ul style="list-style-type: none"> Earthquakes and Volcanoes Global Movement 	<ul style="list-style-type: none"> Africa Gentrification
Locations	<ul style="list-style-type: none"> Know the Nursery classroom and outdoor space. Know the ground floor of the school building. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Begin to know the local area around our school. Know that we live in London. 	<ul style="list-style-type: none"> Know where we live (name of town, country). Locate and name the four countries and capitals of the UK. Locate and name the seven continents and five oceans. 	<ul style="list-style-type: none"> Locate and name the seven continents and five oceans with confidence. Locate China and some of its bordering countries/ seas. Name and locate some different British coastal towns/ cities. 	<ul style="list-style-type: none"> Name and locate cities, counties and regions of the UK. Name and locate five countries in North America (Caribbean). 	<ul style="list-style-type: none"> Name and locate cities, counties and regions of the UK. Identify human and physical characteristics of the UK. Name and locate at least five European countries (including Russia) and their capital cities. 	<ul style="list-style-type: none"> Identify geographical regions of the UK and key topographical features (hills, rivers etc.) Name and locate relevant countries and cities (eg. Hawaii, Iceland, Los Angeles, Japan). 	<ul style="list-style-type: none"> Identify topographical features of the UK and Africa and begin to recognise how they have changed over time. Name and locate at least seven African countries. Locate major cities and regions in some of these countries.
Physical themes	<ul style="list-style-type: none"> Start to understand and use simple locational vocabulary (up, down, left, right, across, next to, below). 	<ul style="list-style-type: none"> Use simple locational vocabulary accurately including relative terms (in front of, behind, before, next to, between) Begin to describe objects 	<ul style="list-style-type: none"> Use appropriate physical themed vocabulary (eg. river, hill, mountain, forest, beach). Begin to describe and explain the weather. 	<ul style="list-style-type: none"> Begin to understand and use the term physical geography. Use a wider range of physical themed vocabulary (eg. valley, vegetation, ocean). 	<ul style="list-style-type: none"> Compare the physical features and environmental regions of a North American Country and a part of the UK. Begin to describe different climates and their location in relation to the equator. 	<ul style="list-style-type: none"> Describe climate zones, biomes and vegetation belts (eg. savannah, rainforest) and explain how these are related to latitude, the tropics, the poles and proximity to oceans or seas. 	<ul style="list-style-type: none"> Describe the causes and effects of at least two natural disasters (volcanoes & earthquakes). Describe the key features of a wide range of physical features studied so far (eg. volcanoes, earthquakes, cities, rainforests). 	<ul style="list-style-type: none"> Describe key features of rivers and mountains using correct vocabulary (eg. source, tributary, delta, range, peak, summit). Describe the water cycle using appropriate vocabulary (evaporation,

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		and surroundings. <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. 				<ul style="list-style-type: none"> • Identify longitude, latitude, the equator and hemispheres. 		precipitation, condensation etc). <ul style="list-style-type: none"> • Recognise why the water cycle is vital for life on Earth.
Human themes	<ul style="list-style-type: none"> • Talk about the things that can be seen in our local environment (buildings, plants, animals) 	<ul style="list-style-type: none"> • Know locally relevant human themed vocabulary (houses, cafes, street, road, shops, bus stop, train station) • Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> • Use human themed vocabulary for a city (eg. town, city, factory, offices, landmarks, museums) 	<ul style="list-style-type: none"> • Begin to understand and use the term human geography. • Use a wider range of human themed vocabulary to describe places and regions (eg. port, harbour, pier, castle, skyscraper). • Recognise that life is different in different parts of both the UK and the world. 	<ul style="list-style-type: none"> • Describe at least three different types of land use (eg. housing, farms, commercial). • Begin to discuss the reasons why a particular place is suited to a particular use. • Begin to consider the distribution of natural resources (energy, food, minerals and water) and the effect this has on lives. 	<ul style="list-style-type: none"> • Describe different types of land use and settlements, using language such as urban, rural, arable, commercial, residential (Spain topic). • Identify reasons why land is used in particular ways and link this to physical features (Spain). 	<ul style="list-style-type: none"> • Describe the key aspects of human migration. • Describe the key aspects of economic activity and trade links and recognise the similarities and differences in these across a range of locations. • Discuss the impact of trade on life in a particular area (eg. Fairtrade). • Describe the distribution of natural resources (energy, food, minerals and water) and the effect this has on lives. 	<ul style="list-style-type: none"> • Describe and investigate the key aspects of social change and economic activity in our local area.
Understanding places	<ul style="list-style-type: none"> • Understand that school is different to home. • Begin to understand the need to 	<ul style="list-style-type: none"> • Understand that we each come from a different home. • Know about similarities and differences in 	<ul style="list-style-type: none"> • Describe particular locations, using words such as quiet, noisy, busy, built-up etc. 	<ul style="list-style-type: none"> • Find similarities and differences between the UK and one non-European 	<ul style="list-style-type: none"> • Describe similarities and differences (both physical and human) between one European country and one 	<ul style="list-style-type: none"> • Describe similarities and differences between one European country (Spain) and a region of the UK. 	<ul style="list-style-type: none"> • Describe similarities and differences between a range of countries from around the world. 	<ul style="list-style-type: none"> • Develop a deeper understanding of the interactions between physical and human geography, as well as social change in our local area over time.

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	respect and care for the natural environment and all living things.	relation to places. <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Know that our families may come from different parts of the world. 	<ul style="list-style-type: none"> Find some simple similarities and differences between the UK and one other country (weather). 	other country (China). <ul style="list-style-type: none"> Begin to suggest reasons for these differences in terms of their physical and human geography. Express preferences about places. 	North American country (Jamaica). <ul style="list-style-type: none"> Begin to recognise how the environment can change over time. 	<ul style="list-style-type: none"> Begin to understand interactions between physical and human geography. 	<ul style="list-style-type: none"> Understand the way that physical and human geography are related and change over time. 	
Maps and atlas work	<ul style="list-style-type: none"> Follow verbal directions to find a location. Responds to and uses language of position and direction. 	<ul style="list-style-type: none"> Start to recognise maps in books. Find objects on maps. Draw information from a simple map. Start to enjoy making simple maps of real or imagined places, with landmarks. Uses spatial language, including following and giving directions and describing what they see. 	<ul style="list-style-type: none"> Use a map to locate the UK and East Dulwich. Draw a simple map of the local area and construct a simple key. Know the difference between North and South. Look at the equator and North and South poles on a map/ globe. 	<ul style="list-style-type: none"> Recognise and understand the four points of a compass, and use this language to describe relative positions (eg. Scotland is North of London). Begin to use maps, atlases and globes to locate places. 	<ul style="list-style-type: none"> Correctly use maps, atlases and globes to locate places being studied and describe their position. Use the eight points of a compass and four figure grid references to describe positions. Begin to have a sense of scale, recognising how much further away some countries are than others. Use keys and symbols to read and draw maps. 	<ul style="list-style-type: none"> Correctly use maps, atlases and globes, including Ordnance Survey maps, to build-up geographic knowledge of Europe and the locations of biomes, vegetation belts and climate zones. Identify the position and significance of the time zones and Prime/ Greenwich meridian. 	<ul style="list-style-type: none"> Correctly use a range of maps, atlases and globes to locate, investigate and describe: <ul style="list-style-type: none"> tectonic plates and the countries in these locations. trade and migration routes and countries with high or low value imports/ exports. 	<ul style="list-style-type: none"> Correctly use maps, atlases and globes, and recognise what these do and don't tell you about life in a certain place. Compare different map projections (particularly on maps of the world). Use four- and six figure grid references to describe and share locations.

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Fieldwork and investigations	<ul style="list-style-type: none"> • Explore and discuss physical/ human (not using those terms) features of a garden. • Make observations of animals and plants and talk about changes over time. 	<ul style="list-style-type: none"> • Talk about the features of the immediate environment. • Record a journey using writing, drawing, photographs etc. 	<ul style="list-style-type: none"> • Recognise photographs and landmarks of the local area. • Carry out a simple local study and discuss findings (weather unit). 	<ul style="list-style-type: none"> • Use photographs, stories and first-hand accounts to learn what it is like to live elsewhere in the world. • Explore and observe the features of coasts in the UK. 	<ul style="list-style-type: none"> • Collect information through fieldwork, some of which should take place off-site (eg. making observations in Eynsford). • Record an observation in at least two different ways. (eg. using maps, sketches, graphs, photos and digital data). 	<ul style="list-style-type: none"> • Draw information from a range of sources, including photos, video, maps, satellite images and eyewitness accounts. • Record an observation in several ways (maps, sketches, graphs, photos and digital data). 	<ul style="list-style-type: none"> • Record observations in several ways (eg. maps, sketches, graphs, photos and digital data). • Present data from observations and begin to draw conclusions independently. 	<ul style="list-style-type: none"> • Formulate an enquiry, then plan and carry out fieldwork to resolve it. • Record observations using maps, sketches, graphs, photos and digital data. • Present data and conclusions in a range of ways, including graphs, diagrams, extended writing, maps and presentations.