

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. 	<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 and surroundings. • Understand the effect of changing 	<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. • Identify longitude, latitude, the equator and hemispheres. 	<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, precipitation, condensation etc). • Recognise why the water cycle is vital for life on Earth.

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		seasons on the natural world around them.						
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 respect and care for the natural environment 	<ul style="list-style-type: none"> • Understand that we each come from a different home. • Know about similarities and differences in relation to places. • Recognise some similarities and 	<ul style="list-style-type: none"> • Describe particular locations, using words such as quiet, noisy, busy, built-up etc. • Find some simple similarities and differences between the UK 	<ul style="list-style-type: none"> • Find similarities and differences between the UK and one non-European other country (China). • Begin to suggest reasons for these differences in 	<ul style="list-style-type: none"> • Describe similarities and differences (both physical and human) between one European country and one North American country (Jamaica). • Begin to recognise how the 	<ul style="list-style-type: none"> • Describe similarities and differences between one European country (Spain) and a region of the UK. • Begin to understand interactions between physical and human geography. 	<ul style="list-style-type: none"> • Describe similarities and differences between a range of countries from around the world. • Understand the way that physical and human geography are related and change over time. 	<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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	and all living things.	differences between life in this country and life in other countries. • Know that our families may come from different parts of the world.	and one other country (weather).	terms of their physical and human geography. • Express preferences about places.	environment can 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.
Fieldwork and investigations	<ul style="list-style-type: none"> • Explore and discuss physical/ human (not using those 	<ul style="list-style-type: none"> • Talk about the features of the immediate environment. 	<ul style="list-style-type: none"> • Recognise photographs and landmarks of the local area. 	<ul style="list-style-type: none"> • Use photographs, stories and first-hand accounts to 	<ul style="list-style-type: none"> • Collect information through fieldwork, some of which should take place 	<ul style="list-style-type: none"> • Draw information from a range of sources, including photos, video, maps, satellite 	<ul style="list-style-type: none"> • Record observations in several ways (eg. maps, sketches, 	<ul style="list-style-type: none"> • Formulate an enquiry, then plan and carry out fieldwork to resolve it.

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	<p>terms) features of a garden.</p> <ul style="list-style-type: none"> • Make observations of animals and plants and talk about changes over time. 	<ul style="list-style-type: none"> • Record a journey using writing, drawing, photographs etc. 	<ul style="list-style-type: none"> • Carry out a simple local study and discuss findings (weather unit). 	<p>learn what it is like to live elsewhere in the world.</p> <ul style="list-style-type: none"> • Explore and observe the features of coasts in the UK. 	<p>off-site (eg. making observations in Eynsford).</p> <ul style="list-style-type: none"> • Record an observation in at least two different ways. (eg. using maps, sketches, graphs, photos and digital data). 	<p>images and eyewitness accounts.</p> <ul style="list-style-type: none"> • Record an observation in several ways (maps, sketches, graphs, photos and digital data). 	<p>graphs, photos and digital data).</p> <ul style="list-style-type: none"> • Present data from observations and begin to draw conclusions independently. 	<ul style="list-style-type: none"> • 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.