LONGMAN'S HILL CP SCHOOL CURRICULUM PROGRESSION TABLE

GEOGRAPHY	EYFS Understanding the World : People, Culture and Communities		
EYFS Development Matters Statements for Reception Children...	Examples of how we might support this...	Enabling Environments	Specific Longman's Hill examples...
 Draw information from a simple map. [UTW P65]  Recognise some similarities and differences between life in this country and life in other countries. [UTW P66]  Recognise some environments that are different to the one in which they live. [UTW P68]	Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. Teach children about a range of contrasting environments within both their local or national region. Model the vocabulary needed to name specific features of the natural world, both natural and manmade. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.	• Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing. • Provide stories that help children to make sense of different environments. • Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. • Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.	• Going on local walks. • Visiting the pond area. • Visiting local landmarks like Selby Abbey. • Visiting different places of worship. • Joining in with simple orienteering activities. • Using Digimaps and Google Earth to explore the local area. • Use the correct vocabulary to express opinions. EG: 'quiet' 'busy' 'pollution' 'street' 'path' 'temple' 'synagogue.' • Displaying globes and maps in the classroom.

ELG: People, Culture and Communities (Understanding the World)

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

GEOGRAPHY		YEAR 1 & YEAR 2 (CYCLE A)	YEAR 1 & YEAR 2 (CYCLE B)	YEAR 3 & YEAR 4 (CYCLE A)	YEAR 3 & YEAR 4 (CYCLE B)	YEAR 5 & YEAR 6 (CYCLE A)	YEAR 5 & YEAR 6 (CYCLE B)
THRESHOLD CONCEPTS FOR GEOGRAPHY		← Investigating Locations → 					
		← Investigating Patterns → 					
		← Communicating Geographically → 					
THRESHOLD CONCEPT: INVESTIGATING LOCATIONS 	Locational Knowledge (Semantic)	Know the location of HOT and cold areas of the world in relation to the Equator and the North and South Poles (Africa)	Know the location of COLD areas of the world in relation to the Equator and the North and South Poles (South Pole) Know the names and locations of 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	Know the location of 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 entire United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including mountains, hills,coasts, rivers), and land-use patterns; and understand how some of these aspects have changed over time	Explain own views about a place in the UK giving reasons 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),	Know the location of the world's countries, using maps to focus on NORTH AMERICA, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate countries and cities of the world (NORTH AMERICA / UNITED KINGDOM – Neo/ Mesolithic/ EUROPE - Italy) ,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	Know the location of the world's countries, using maps to focus on EUROPE / SOUTH AMERICA concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the world (SOUTH AMERICA) ,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 Describe how locations areound the world are changing and explain some of the reasons for change Know 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)

THRESHOLD CONCEPT: INVESTIGATING PATTERNS	Place Knowledge (Semantic)	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 seasides in Here there and Everywhere Ask and answer simple questions such as What is this place like? What or who will I see in this place?What do people do in this place?	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 up hill and down dale	Understand geographical similarities and differences through the study of human and physical geography of a region in SOUTH AMERICA	Understand geographical similarities and differences through the study of human and physical geography of a region of the UNITED KINGDOM, - N York Moors and national park and a region of a EUROPEAN COUNTRY- Scandinavia – link to history Vikings/ anglo-saxons	Understand geographical similarities and differences through the study of human and physical geography in NORTH AMERICA	understand geographical similarities and differences through the study of human and physical geography of a region in a European country.- GREECE
	Human & Physical geography Knowledge (Semantic)	identify seasonal and daily weather patterns in the United Kingdom Identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - seasides dentify key human features, including: ,city, town,village,factory, farm, office house, port, harbour and shop identify land use around the school	identify seasonal and daily weather patterns in the United Kingdom Identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	identify human geographical features , including: types of settlement and land use, deforestation and global warming Describe key aspects of physical features including rivers, mountains, volcanoes, earthquakes and water cycle Describe key aspects of physical geography- local area of Selby eg HOW HAS RIVER AFFECTED GROWTH OF SELBY? Ask and answer questions about the physical and human characteristics of a location	Describe physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle	Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe 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 NATIVE AMERICAN SETTLEMENTS Identify and describe how the physical features of locations in North America affetc the human activity within it	Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe 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

THRESHOLD CONCEPT:
COMMUNICATING GEOGRAPHICALLY

Map skills (Procedural knowledge)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using maps Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards to describe the location of features and routes on a map Use simple grid references eg A1,B1	**Using maps** Follow a route on a map 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	**Using maps** Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map	**Using maps** Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map	**Using maps** Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references.	**Using maps** Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps
Map knowledge 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 – Africa	**Map knowledge** 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- in food glorious food	**Map knowledge** Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK · use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Map knowledge** Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Map knowledge** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Identify the position and significance of lines of longitude & latitude	**Map knowledge** Locate the world's countries on a variety of maps, atlases, globes and digital/computer mapping including the areas studied throughout the Key Stages
Making maps Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features	**Making maps** Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key	**Making maps** Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key	**Making maps** Recognise and use OS map symbols, including completion of a key and understanding why it is important Draw a sketch map from a high viewpoint	**Making maps** Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly	**Making maps** Draw plans of increasing complexity Begin to use and recognise atlas symbols Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

THRESHOLD CONCEPT: COMMUNICATING	Fieldwork skills (Procedural knowledge)	**Gather information** Use simple fieldwork and observational skills to study the geography of the school. Identify land use around the school Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey **Sketching** Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features **Audio/Visual** Recognise a photo or a video as a record of what has been seen or heard Use a camera in the field to help to record what is seen Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	**Gathering Information** Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey **Sketching** Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features **Audio/Visual** Recognise a photo or a video as a record of what has been seen or heard Use a camera in the field to help to record what is seen Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features beyond the local area	**Gather information** Use a simple database to present findings from fieldwork Record findings from fieldtrips Use a database to present findings Use appropriate terminology 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 **Sketching** Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction **Audio/Visual** Select views to photograph Add titles and labels giving date and location information Consider how photo's provide useful evidence use a camera independently Locate position of a photo on a map	**Gather information** Use a simple database to present findings from fieldwork Record findings from fieldtrips Use a database to present findings Use appropriate terminology 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 **Sketching** Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction **Audio/Visual** Select views to photograph Add titles and labels giving date and location information Consider how photo's provide useful evidence use a camera independently Locate position of a photo on a map	**Gather information** Select appropriate methods for data collection such as interviews, Collect and analyse simple statistics Use a database to interrogate/amend information collected, Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements **Sketching** Evaluate their sketch against set criteria and improve it Use sketches as evidence in an investigation. select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns **Audio/Visual** Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Use photographic evidence in their investigations Evaluate the usefulness of the images	**Gather information** 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, interviews and digital technologies Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways **Sketching** Evaluate their sketch against set criteria and improve it Use sketches as evidence in an investigation. select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns **Audio/Visual** Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).
SUBJECT SPECIFIC VOCABULARY		Nouns for physical features eg beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, Landscape environment Nouns for human features eg town, house, port, harbour, shop city, village, factory, farm, office,and shop residential, capital Land-use Grid reference Map Symbol Country Continent Atlas , globe Equator North Pole South Pole Human geography Physical geography	Nouns for physical features eg beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, lanscape environment Nouns for human features eg town, house, port, harbour, shop city, village, factory, farm, office,and shop residential, capital Land-use Compass north, south, east and west near and far, left and right Country Continent Atlas , globe Equator North Pole South Pole Human geography Physical geography	Nouns for physical features eg rivers, mountains, volcanoes, earthquakes and water cycle, hills ,coasts, Nouns for human geographical features including: settlement, land use, deforestation and global warming Human geography Physical geography	Nouns for physical features eg rivers, mountains, , hills ,coasts, : climate zones, biomes and vegetation belts, and the water cycle Human geography Physical geography	Nouns for physical features eg rivers, mountains, hills ,coasts, climate zones, biomes and vegetation belts, volcanoes and earthquakes, and the water cycle Nouns for human geography, including: settlement, land use, economic activity trade links, natural resources including energy, food, minerals and water Human geography Physical geography	Nouns for physical features eg rivers, mountains, hills ,coasts, climate zones, biomes and vegetation belts, volcanoes and earthquakes, and the water cycle Nouns for human geography, including: settlement, land use, economic activity trade links, natural resources including energy, food, minerals and water latitude longitude Equator Northern Hemisphere Southern Hemisphere Tropics of Cancer and Capricorn Arctic and Antarctic Circle Prime/Greenwich Meridian time zones Human geography Physical geography