

Geography Progression Document



What does a Bathwick Year 6 Leaver look like? A Bathwick Year 6 child will have experienced an ambitious geography curriculum which will have instilled within them a curiosity for our local surroundings and the wider world. Children will have nurtured a love of enquiry and investigation, learning about a variety of human and physical characteristics of our planet. Pupils leave Bathwick as conscientious and inquisitive children who look to challenge and question why the world is as it is.

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location and Place Knowledge	<p>To talk about and describe the features of the local area.</p> <p>To talk about similarities and differences in different local environments eg woodland, school, museum, park.</p>	<p>Name and locate some places in Bath, the UK and the wider world.</p> <p>Name and locate seas of the UK</p> <p>Identify the location of cold areas in the world including the Arctic and Antarctica.</p>	<p>Name and locate significant places in Bath, the UK and the wider world.</p> <p>Name the countries that make up the UK and the capital cities.</p> <p>Name and locate seven continents and five oceans.</p> <p>Identify the location of hot areas in the world in relation to the North and South Poles.</p>	<p>Name and locate a wider range of places in the local area, the UK and the wider world, including Greece.</p> <p>Name and locate the Equator.</p>	<p>Name and locate a wider range of places in the local area, the UK and wider world including some globally significant features.</p> <p>Name and locate some of the countries that make up Europe.</p>	<p>Name and locate an increasing range of places in the world including globally and topically significant features and events.</p> <p>Use atlases to locate the equator, Northern and Southern Hemisphere, Arctic and Antarctic Circles, Tropic of Cancer and Tropic of Capricorn.</p> <p>Use atlases to investigate lines of longitude and latitude.</p>	<p>Name and locate an extensive range of places in the world including globally and topically significant features and events.</p> <p>Name and locate key tectonically active areas around the world, focusing on those in Mexico (Ring of Fire).</p>
Human and Physical Geography	<p>Talk about the differences and similarities between human features in our school.</p> <p>Use simple geographical words to describe physical features eg river and human features eg city.</p> <p>Understand that some places hold importance for different groups of people</p>	<p>Describe some places and features using basic geographical vocabulary (including: hill, mountain, forest, sea, season).</p> <p>Express their views on some features of their environment.</p>	<p>Describe places and features using simple geographical vocabulary (including: beach, cliff, coast, ocean, river, valley).</p> <p>Make observations about features that give places their character. Link to Weston-Super-Mare trip – looking at beaches and sea side towns.</p>	<p>Use geographical language to describe some aspects of human and physical features and patterns.</p> <p>Make observations about places and features that change over time (including looking at the distribution of natural resources including food).</p> <p>Use a range of resources to investigate the physical processes of volcanoes and climate zones.</p>	<p>Use geographical language to identify and explain some aspects of human and physical features and patterns (including rivers).</p> <p>Describe how features and places change and the links between people and environments (including economic trade).</p> <p>Use a range of resources to investigate the physical processes of the water cycle.</p>	<p>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</p> <p>Demonstrate understanding of how and why some features or places are similar or different and how and why they change e.g. by looking at the change in industry in Mysore, India.</p>	<p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Explain some links and interactions between people, places and environments e.g. comparison of rural and urban Mexico and reasons for these changes.</p>

<p>Geographical Skills: Enquiry and Investigation</p>	<p>Begin to talk about different countries in the world.</p> <p>Draw on their own experience, to talk about similarities of differences of different countries.</p>	<p>Ask and answer simple geographical questions.</p> <p>Describe some similarities and differences when studying places and features e.g. cold places of the world including the Arctic and Antarctica.</p>	<p>Ask and answer simple geographical questions when investigating different places and environments.</p> <p>Describe similarities, differences and patterns e.g. comparing weather patterns with the UK and Australia.</p>	<p>Ask and answer more searching geographical questions when investigating different places and environments.</p> <p>Identify similarities, differences and patterns when comparing places and features with a focus on Greece.</p>	<p>Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p>Identify and describe similarities, differences and patterns when investigating different places, environments and people with a focus on Africa.</p>	<p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p> <p>Recognise geographical issues affecting people in different places and environments with a focus on India.</p>	<p>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</p> <p>Make predictions and test simple hypotheses about people, places and geographical issues.</p>
<p>Geographical Skills: Fieldwork</p>	<p>Observe and discuss seasonal patterns.</p> <p>Make observations and talk about their school and its grounds.</p>	<p>Observe and describe daily weather patterns.</p> <p>Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</p>	<p>Identify seasonal and daily weather patterns.</p> <p>Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</p>	<p>Observe, record, and name geographical features in their local environments e.g. basin, limestone hills, River Avon (link to rocks and soils).</p>	<p>Observe, record, and explain physical and human features of the environment e.g. compare the tourism of Brazil with Bath.</p>	<p>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</p>	<p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p>
<p>Direction/ Location</p>	<p>Begin to use positional language to describe where objects are in relation to each other e.g. next to, on top of.</p> <p>Begin to use understanding of direction in everyday conversation e.g. down the stairs.</p>	<p>Follow directions using left, right, up and down, forwards and backwards.</p>	<p>Follow directions using left, right, up and down, forwards and backwards and introduce N,E, S and W.</p> <p>Use compasses to identify N, E, S and W.</p>	<p>Use a compass to find 8 point compass directions (N, NE, E, SE, S, SW, W, NW).</p> <p>use 4 figure grid references to locate places and features on a map.</p>	<p>Transfer knowledge of 4 compass directions when describing features in other lessons (e.g. mountains were S of the town).</p>	<p>Transfer knowledge of 8 compass directions when describing features (e.g. mountains were SE of the town).</p>	<p>Transfer knowledge of 8 compass directions when describing features (e.g. mountains were SE of the town).</p> <p>Use 6 figure grid references to locate key places and features on a map.</p>
<p>Drawing maps</p>	<p>Draw simple maps to show where one thing is in relation to another e.g. treasure maps.</p>	<p>Draw picture maps from stories and imaginary places.</p> <p>Use own symbols on imaginary maps.</p>	<p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph).</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p>	<p>Start to create a map of a short route experienced, with features in correct order.</p> <p>Try to make a simple scale drawing.</p> <p>Know why a key is needed and begin to use.</p> <p>Use standard symbols and begin to</p>	<p>Make a map of a short route experienced, with features in correct order.</p> <p>Make a simple scale drawing.</p> <p>Know why a key is needed and use on a map.</p> <p>Use standard symbols and confidently</p>	<p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key.</p> <p>Use/recognise OS map symbols.</p>	<p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use/recognise OS map symbols.</p> <p>Use atlas symbols.</p>

				recognise symbols on an OS map.	recognise symbols on an OS map.		
Using maps	<p>Read simple maps to show where one thing is in relation to another e.g. treasure maps.</p> <p>Interpret simple information from a map e.g. is that close or a long way away.</p> <p>Use photos and pictures to locate places known to them and further away (e.g. Royal Crescent and Africa).</p>	<p>Use a simple picture map to move around the school.</p> <p>Recognise that it is about a place.</p>	<p>Follow a route on a map.</p> <p>Use a plan view.</p> <p>Use an infant atlas to locate places.</p>	<p>Locate places on larger scale maps e.g. map of Europe.</p> <p>Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p>	<p>Locate places on large scale maps, (e.g. Find UK or Italy on globe).</p> <p>Follow a route on a large scale map.</p>	<p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Egypt, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p>	<p>Follow a short route on an OS map. Describe features shown on OS map.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p>
Style of maps	<p>Physical maps (e.g. city map on rug).</p> <p>Simple picture maps and globes.</p>	<p>Picture maps and globes</p>	<p>Find land/sea on globe.</p> <p>Use teacher drawn base maps.</p> <p>Use large scale OS maps.</p> <p>Use an infant atlas</p>	<p>Use large scale OS maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p>	<p>Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p>	<p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p> <p>Use junior atlases.</p>	<p>Use OS maps.</p> <p>Confidently use a junior atlas.</p> <p>Recognise world map as a flattened globe.</p>