

Progression in Geography at The Milford Academy

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Geography Skills and Fieldwork</u>	<p>Use a map of the world to identify the land and sea.</p> <p>Discuss maps, what they are and what they can be used for.</p> <p>Begin to understand that maps represent real places.</p> <p>To explore the local environment</p>	<p>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.</p> <p>Use simple compass directions and locational and directional language, to describe the location of features and routes on a map.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, and plans.</p> <p>Collect data on the weather – temperature change– over a week and create a simple line graph.</p> <p>To identify features of their location and recognise these on a map</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] when describing continents locations.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To know both a map and a globe show the same things and use them to identify land and sea</p> <p>To draw picture maps of familiar or imaginary locations</p> <p>To use simple positional language to describe a location</p> <p>Use fieldwork to observe and record the human and physical features in the local area collecting data from a survey</p>	<p>Conduct an Environmental review evaluating the present level of sustainability of the school</p> <p><i>To be able to locate Nottingham on an OS map. To recognise some OS symbols.</i></p> <p>To use 2-point grid references</p> <p>use the eight points of a compass, grid references, symbols and key (including the use of Ordnance Survey maps) Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>To create a simple sketch map of a route and small area.</p>	<p>Record changes that have occurred in the past to the school and its grounds and its immediate environment</p> <p>Begin to analyse geographical patterns.</p> <p>To use field work to compare forest in the UK to forest in other parts of the world</p> <p>To begin to use 4 figure grid references</p>	<p>Apply knowledge of the 8 points of a compass</p> <p>Analyse the change in the temperature of the land and identify specific locations and countries that are likely to experience the greatest increases in land surface temperature.</p> <p>identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Using maps, atlases and digital mapping to identify earthquake zones & boundaries between tectonic plates</p> <p>Interpret a range of geographical evidence to reach a conclusion as to why countries e.g. Bangladesh is at such a risk of serious annual river flooding;</p> <p>Use fieldwork to observe, measure, record and present river flow rates</p> <p>To expand map skills to look at more non-UK countries</p> <p>To use 6 figure grid references</p> <p>To identify lines of latitude and longitude on a map</p>
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<p><u>Locational and Place Knowledge</u></p> <ul style="list-style-type: none"> • United Kingdom • Wider world 	<p>Talk about the local community, their own environments and homes, as well as the local area in Clifton.</p> <p>Explore ideas of their own experiences e.g. visiting zoo, parks ect</p>	<p>Talk about different types of transport and journeys.</p> <p>Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and difference.</p> <p>Identify and describe physical and human geographical features and understand that geography is the study of how people are connected with these environments through study of the local area</p>	<p>Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea's</p> <p><i>Name and locate the world's seven continents and 5 oceans.</i></p> <p>Name and locate the 7 continents.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - Nottingham, and of a small area in a contrasting non-European country. - San Santos, Brazil</p>	<p><i>Locate and name the main locations in/around Nottingham.</i></p> <p><i>Identify human and physical features in the local area</i></p>	<p>Locate and name the main counties and cities in/around Nottingham. (locality comparison)</p> <p>Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world</p> <p>Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall</p>	<p>Locate the main countries in Europe, Africa and North or South America. Locate and name principal cities.</p> <p>Locate and name the main counties and cities in England.</p>	<p>To know the key physical and human characteristics of major cities near active volcanoes</p>
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<p><u>Human geography</u></p> <ul style="list-style-type: none"> • 	<p>Learn about children from other countries and cultures.</p>	<p>Describe and explain some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers</p> <p>Identify reasons for changes in land use in the local area of the school and these can be grouped into a small number of categories.</p>	<p><i>Describe what it means to recycle, compare and contrast the outcomes if we do or do not recycle and reason/speculate why people might not recycle.(COVERED IN UNDER THE SEA)</i></p> <p>Understand the human features of a town/city</p>	<p>Identify, describe and explain the differences between renewable and non-renewable resources.</p> <p>Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing.</p> <p>Recognise and explain ways in which their lives</p>	<p>Compare 2 different regions in UK rural/urban.</p> <p>Use OS maps, aerial photographs and GIS to explain how the local area has changed over a long period of time Demonstrate understanding of how the quality of</p>	<p>Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes</p> <p>Explore the economic impact climate change is having on the world</p>	<p>Investigate the impacts volcanic eruptions have.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution</p>

				<p>at home could be more environmentally sustainable.</p> <p>Understand in basic terms how solar panels and wind turbines generate electricity and why creating new habitats for birds are good examples of sustainable development.</p>	<p>the environment may change within the local area.</p> <p>Use remote sensing by satellites and satellite images to explore environmental change on a global scale</p>		<p>of natural resources including energy, food, minerals and water</p>
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<u>Physical geography</u>	<p>Begin to compare and contrast different environments (the Savannah and the Polar Regions).</p>	<p>Apply knowledge of location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Explain why the temperature of places decreases with distance from the Equator towards the north and south poles.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Identify and describe the main geographical features of the physical landscape of Nottingham and compare and contrast these with some of the human features of its towns and cities;</p> <p>develop contextual knowledge of the location of globally significant places – both terrestrial and marine</p>	<p>Look at the physical features of different countries and how they are more suited to particular sustainable initiatives.</p> <p>Look at the different land uses around Clifton</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world</p> <p>Understand how climate affects both the landscape of different biomes and the plants and animals that can live there</p> <p>describe and understand key aspects of: physical geography, including: climate zones, biomes</p>	<p>Understand how climate change causes droughts</p> <p>Explain how global warming is affecting weather patterns around the world and evaluate its impact in different places</p>	<p>Understand how volcanoes are formed looking at tectonic plates and the ring of fire.</p> <p>Use OS maps, aerial photographs and GIS to explain how physical features change along the course of a river.</p> <p>describe and understand key aspects of physical geography, including: rivers and the water cycle</p>

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<p><u>Key Geographical Concepts</u></p> <ul style="list-style-type: none"> Place Space Scale 	<p>Talk about where they live and places they have visited.</p> <p>Describe their environment using knowledge, observations, stories and non-fiction texts.</p> <p>Explain similarities and differences between life in this country and life in another country.</p> <p>-----</p> <p>Look at spaces within the school grounds.</p> <p>-----</p> <p>Personal scale – school, home</p>	<p>How people and resources move between spaces: transport, sea, roads, trains etc.</p> <p>Begin to understand that maps represent real places.</p> <p>Begin to understand how space can be divided into Contentes and continents</p> <p>-----</p> <p>Regional – UK places</p> <p>Global – Continents</p>	<p>Begin to understand that maps represent real places.</p> <p>Begin to understand how the worlds contents are separated by bodies of water.</p> <p>-----</p> <p>Local scale - Clifton</p> <p>National Scale – UK countries</p> <p>Global – oceans, continents and Brazil</p>	<p>Understanding the necessity for sustainable incitive to protect the space.</p> <p>-----</p> <p>Regional – Uk countries</p> <p>Local – Clifton</p> <p>Global – Nepal, Germany</p>	<p>Understanding how spaces remain but the places and population within them can alter.</p> <p>Understanding how global warming is affecting Global space.</p> <p>-----</p> <p>Global – Jungles and deserts</p>	<p>Time difference</p> <p>-----</p> <p>Global – Weather patterns</p> <p>National – UK Countys</p>	<p>Considering why people settle in certain locations due to physical and economic features.</p> <p>-----</p> <p>Global – Tectonic plates & Iceland</p> <p>Local – The river Trent</p>