

Marcliffe Primary Geography Progression Map



EYFS	Key Skills	EYFS ELG
	In FS2	<p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	<ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and in the natural world - <i>Trip to the park, Secret garden.</i> Find out about their environment and talk about those features they like/dislike. Use appropriate words (e.g. town, village, road, path, house, flat), to help children make distinctions in their observations. <i>Look at google maps to find their homes. Look at google maps to show the buildings and houses on Marcliffe road,</i> Recognise some environments that are different to the one in which they live. <i>Mama Panya's Pancakes- compare the walk to the market to the walk to the Green shop. Look at city life and country life in both countries</i> Observe and identify features in the place they live and the natural world. <i>Trip to Hillsborough Park, Green Shop, Walk around the school.</i> Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. <i>Look at google maps to show the buildings and houses on Marcliffe road</i> Encourage the use of words that help children to express opinions (e.g. busy/quiet). Recognise some similarities & differences between life in this country & life in other countries. <i>Mama Panya's Pancakes- compare the houses and weather here and in Kenya. Lunar New Year Talk about the different foods and traditions they have in China and other Asian countries.</i> Explore their local environment and talk about the changes they see. <i>Walk to the park and then to the Green shop, Secret Garden throughout the seasons</i> Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. <i>Lunar New Year, Mama Panya's pancakes</i> Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions. <i>Looking after our Earth (Summer 2)</i> Understand the effect of changing seasons on the natural world around them. <i>Daily Weather chart, Seasons tuff trays</i> Pose carefully framed open-ended questions, such as: How can we...? What would happen if...? Describe some actions which people in their own community do that help to maintain the area they live in. <i>People who help us</i> Draw information from a simple map. <i>Look at google maps to find their homes. Look at google maps to show the school buildings and houses on Marcliffe road,</i> Interpret range of sources of geographical information, including simple maps, globes and photographs. <i>Look at google maps, Where do they live? Where is the park?</i> 	<p>Educational Programmes from Statutory Framework</p> <p>Understanding the World Understanding of the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>

	KS1	Middle Phase (Y3/4)	Upper Phase (Y5/6)
Cycle A Themes	<i>Autumn 1 – India Spring 1 – Mary Anning & Fossils Spring 2- Do we still need zoos today? Summer 2 – Secret Garden</i>	<i>Spring 1 – Explorers Summer 1 - European Expedition</i>	<i>Autumn 2 – Extreme Earth Spring 2 - Globalisation Summer 1 – Mountains and Rivers</i>
Cycle B Themes	<i>Autumn 1 – Beside the Seaside Autumn 2 – Pirates and the Sea Summer 1 – Made in Sheffield Summer 2 – Blooms and Bees</i>	<i>Spring 1 – Surviving extreme environments Spring 2 – Sheffield Floods Summer 1 – Around the World Summer 2 – Captivating Coasts</i>	<i>Autumn 1 – Infinity & Beyond Spring 2 – Amazing Americas Summer 1 - Mayans</i>
Geographical Concepts	Physical & Human Knowledge, Places, Spatial Variation, Change, Scale, Cultural Understanding & Diversity, Processes, Environment, Natural Resources, Interdependence, Investigation & Fieldwork		
Locational and Place Knowledge	<ul style="list-style-type: none"> Name and locate significant places in their locality, the UK and wider world. Name, locate and identify characteristics of the four countries and the capital cities of the UK and its surrounding seas. <i>(Mary Anning and Fossils)</i> Study the geographical similarities and differences (human and physical) between a small area of the UK, and a small area of a contrasting non-European country. <i>(India)</i> Name and locate the world's seven continents and five oceans. <i>(India, Pirates and the Sea, Do we still need zoos today?)</i> 	<ul style="list-style-type: none"> Name and locate a wider range of places in the UK, Europe and wider world <i>(Surviving extreme environments- locating deserts on a map; Around the World - China; UK place names also covered through Anglo Saxon history, European Expedition).</i> Locate the main countries and cities of Europe (including the location of Russia) <i>(European Expedition – locating countries on a map)</i> Identify human and physical characteristics including: key topographical features, types of settlement and land use <i>(Around the world - rainforests; Sheffield Flood- google earth, European Expedition, Surviving Extreme Environments)</i> 	<ul style="list-style-type: none"> Name and locate an increasing range of places in the world including globally and topically significant features and events. <i>(Amazing Americas)</i> Identify human and physical characteristics including: key topographical features, types of settlement and land use, and economic activities (e.g. trade links). <i>(Infinity and Beyond (Space), globalisation)</i> Have an increasing understanding about North and South America – concentrating on their environmental regions, human and physical characteristics, countries and major cities. <i>(Amazing Americas, The Mayans)</i>
Human and Physical Knowledge	<ul style="list-style-type: none"> Describe some places and features using basic geographical vocabulary. <i>Beside the Seaside – identify the coastline</i> Identify seasonal and daily weather patterns in the UK <i>(seasonal changes studied every term – in the Secret Garden)</i>; also, the location of hot and cold areas of the World i.e. in relation to the Equator and North and South Poles. <i>(India; Do we still need zoos today - animals around the world)</i> Use basic geographical vocabulary to refer to physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <i>(India, Beside the Seaside, Made in Sheffield)</i> Use basic geographical vocabulary to refer to human features: city, town, village, factory, farm, house, office, port, harbour and shop. <i>(India, Beside the Seaside, Made in Sheffield)</i> 	<ul style="list-style-type: none"> Use geographical language to identify and explain some aspects of human and physical features and patterns e.g. hills, mountains, coasts, rivers and the water cycle <i>(Captivating coasts-Whitby, Around the World)</i> Make observations about places and features <i>(Around the World – Africa, European Expedition)</i> Describe how features and places change over time. Begin to consider why they changed and explore the links between people and environments <i>(Sheffield floods-comparing photos, European Expedition - Changes in transport links and tourism within Europe over time)</i> On a World Map, locate areas of similar environmental regions: one in the UK and one in Europe. <i>(European Expedition – compare UK and Germany)</i> Have a simple understanding about the significance of longitude and latitude, Equator, Northern & Southern Hemisphere, Arctic & Antarctic Circle <i>(Around the World – Passport, Surviving Extreme Environments – arctic and Antarctic)</i> 	<ul style="list-style-type: none"> Use geographical language to identify and explain key aspects of human and physical features e.g. volcanoes, earthquakes, mountains and rivers. <i>(Mountains and Rivers, Extreme Earth)</i> Recognise patterns in human and physical features. Also, understand some of the conditions, processes or changes which influence these patterns e.g. climate zones, biomes and vegetation belts. <i>(Infinity and Beyond (Space))</i> Explain some interactions between people, places and environments e.g. economics. <i>(Globalisation)</i> Explore distribution of resources including energy, food, minerals and water. <i>(Infinity and Beyond (Space))</i> Have an increasing understanding about the significance of longitude and latitude, Equator, Northern & Southern Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, Prime & Greenwich Meridian, and Time Zones. <i>(Amazing Americas, Globalisation)</i>

<p>Geographical Skills:</p> <p>Enquiry and Investigation <i>(inspiring curiosity and fascination)</i></p>	<ul style="list-style-type: none"> • Ask and answer simple geographical questions when investigating different places and environments. (<i>India, Beside the Seaside, Made in Sheffield</i>) • Compare environments e.g. small place in the UK and a small area of a non-European country. (<i>India</i>) • Describe similarities, differences and patterns. (<i>India - comparing children's lives with those in the UK</i>) 	<ul style="list-style-type: none"> • Ask and answer more specific geographical questions when investigating different places and environments e.g. How? Why? (<i>European Expedition - Is tourism with Europe a good thing?</i>) • Compare a region in the UK and a region in Europe (<i>European Expedition – Compare UK and Germany</i>). • Identify and describe similarities, differences and patterns when investigating different places, environments and people. (<i>European Expedition - Human and physical features in UK vs. Germany</i>). 	<ul style="list-style-type: none"> • Make predictions and hypotheses about people, places and geographical issues. • Research geographical issues affecting people in different places and environments. • Ask and respond to more searching geographical questions e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future?
<p>Geographical Skills:</p> <p>Field Work <i>(First-hand Experience)</i></p>	<ul style="list-style-type: none"> • Identify/measure seasonal and daily weather patterns. (<i>seasonal changes studied every term – in the Secret Garden</i>) • Develop simple fieldwork and observational skills when studying the geography of their school's grounds and surrounding environment. (<i>The Secret Garden, Blooms and Bees</i>) Enhance locality awareness using first-hand experiences. (<i>The Secret Garden, Made in Sheffield – visit Kelham Island; Blooms and Bees – visit Hillsborough Walled Garden</i>) • Devise a simple map and use basic symbols in a key. (<i>The Secret Garden</i>) 	<ul style="list-style-type: none"> • Explain physical and human features of the environment (<i>Sheffield Flood</i>) • Observe, record and name geographical features in their local environments (<i>Sheffield Floods- walk around Hillsborough</i>) • Collect, analyse and communicate geographical information collected through fieldwork e.g. as maps, graphs and in writing (<i>Sheffield Floods- walk around Hillsborough</i>). 	<ul style="list-style-type: none"> • Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. (<i>Globalisation</i>) • Collect, analyse and communicate geographical information collected through fieldwork - in a variety of ways e.g. as maps, numerical and quantitative representations, and writing at length.
<p>Geographical Skills:</p> <p>Interpreting Information</p>	<ul style="list-style-type: none"> • Use a range of sources such as maps, globes, atlases to identify UK and its countries, as well as the countries, continents and oceans (studied at KS1). (<i>India, Mary Anning and Fossils, Pirates and the Sea, Do we still need zoos today?</i>) • Use aerial photos and plan perspectives, to recognise landmarks and human and physical features (<i>The Secret Garden, Made in Sheffield, Blooms and Bees</i>) Use the four-simple compass directions (N, S, E & W) as well as locational and directional language (near/far, left/right), when describing features and routes on a map. (<i>Do we still need zoos today?, The Secret Garden, Made in Sheffield, Blooms and Bees</i>) 	<ul style="list-style-type: none"> • Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information (<i>Sheffield floods-google earth, Around the World – World Atlases, surviving extreme environments</i>) • Use the eight compass points (<i>Explorers, European Expedition</i>). • Recognise Ordnance Survey symbols on maps (<i>Explorers</i>). • Locate features on an OS map using four-figure grid references (<i>Explorers</i>). 	<ul style="list-style-type: none"> • Analyse and interpret a wider range of geographical sources: including scaled maps, projections, thematic maps or digital maps. • Recognise an increasing range of Ordnance Survey symbols on maps • Locate features on an OS map using six-figure grid references.