

KEY GEOGRAPHICAL CONCEPTS - PROGRESSION

	Place	Space	Scale	Interdependence	Physical & Human processes	Environmental interactions and sustainable development	Cultural understanding and diversity
End of EYFS	Show curiosity about places, Identify similarities and differences between places Know some of the jobs that are carried out by different people in the local	Understand and use positional and directional language, as well as simple maps and drawings	Everyday language to talk about size, distance and time	Be aware of the local natural and built environment and their place in it		Understand the need to respect and care for the environment Understand that some things change over time	Be aware of different lifestyles
End of Year 2	Identify the human and physical features of Trafford. Understand the geographical similarities	Identify the geographical relationship between Bollin school and the river Bollin. Recognise that school is connected to the wider	Use scale to explore the place of the Co-op on a personal, local and global level.	Show how the Co-op is linked to the rest of the world by the produce it sells.	Use basic geographical vocabulary to describe land use e.g. housing/shops, the park. Identify ways in which the	Identify the effects of local transport links on the geographical environment. Identify how human activity can damage/sustain	Understand that people live in different types of houses and begin to explore why. Describe how land use and landscapes can be changed
End of Year 4	Describe the key features of places in the world that experience volcanoes and earthquakes. Describe the key	Locate local rivers and canals including the Bollin, Mersey, Manchester Ship canal, Locate Manchester airport	Describe how the river Bollin and its valley changes from its source to Bowdon and to its junction with the Manchester Ship Canal.	Understand how Manchester airport connects us to cities in Europe the ROW.	Use fieldwork and observational skills to identify the effect of human activity on the local area Explore the key aspects of	Explore the effect of the development of Manchester airport on- people, the landscape and the economy	Explore the similarities and differences in how people and places are represented.
End of Year 6	Describe the key physical and human features of New York and San Francisco. Compare the physical and human of the characteristics two American cities.	Use maps, atlases and globes to identify and locate the countries that were involved in WWII Understand how Bowdon is connected to Manchester (transport links).	Explore the location and connection of countries and continents involved in WWII	Explain how motorways connect us to other places. Investigate and describe how people travel into Manchester.	Explore the effect human activity is having in each of the cities. Understand how human activity is changing Manchester.	Explore the effect of motorways on the local area- people, landscape and the economy. Identify the effects of transport systems and investigate future	Identify who lives and works in Manchester and why?

KEY GEOGRAPHICAL SKILLS - PROGRESSION

	Think critically			
	Geographical enquiry	Field work and out of class learning	Geographical and visual literacy	Geographical communication
End of EYFS	<ul style="list-style-type: none"> * Describe what a place is like in simple terms * Use stories, photos, pictures and films to find out about a place 	<ul style="list-style-type: none"> * Use some senses to observe places 	<ul style="list-style-type: none"> *Play games with maps *Draw picture story maps/plans with labels of known places, or imaginary places. *use symbols 	<ul style="list-style-type: none"> *Use simple geographical words e.g. near/far, up/down, wet/dry *Describe a place in simple terms e.g. beach, farm, town, shop
End of Year 2	<ul style="list-style-type: none"> *use observations to ask and respond to questions *study key human and physical features of the surrounding environment *find information from aerial photographs 	<ul style="list-style-type: none"> *Use simple fieldwork and observational skills to study the geography of the school and its grounds *Express opinions in fieldwork e.g. by completing a chart 	<ul style="list-style-type: none"> *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. * draw round objects to get a plan view *follow a route on prepared maps 	<ul style="list-style-type: none"> *identify seasonal/ daily weather patterns *begin to explain how/why? *use and apply Maths to help show learning *express opinions
End of Year 4	<ul style="list-style-type: none"> *identify differences *use atlases to find places using index and contents 	<ul style="list-style-type: none"> *Observe, measure and record some of the human and physical features in the local area using sketch maps and graphs *conduct surveys *Carry out simple questionnaires 	<ul style="list-style-type: none"> *locate the world's countries using maps to focus on Europe, concentrating on regions, key physical or human characteristics, countries and major cities. *use globes and maps and some OS symbols to 	<ul style="list-style-type: none"> *describe and understand key aspects of physical geography. *explain in simple terms volcanoes and earthquakes. *describe the water cycle using a diagram. *describe key aspects of human geography e.g. types of settlement, land use, economic activity and distribution of natural resources.
End of Year 6	<ul style="list-style-type: none"> *imagine how and why an area may change in the future 	<ul style="list-style-type: none"> *Observe, measure and record some of the human and physical features in the local area using a range of methods, including sketch maps, graphs and digital technologies 	<ul style="list-style-type: none"> * use 1:10,000 and 1:25,000 OS maps. *Use globes and maps and some OS symbols on maps to name and locate counties and cities of the UK. *locate the world's countries, using maps to focus 	<ul style="list-style-type: none"> * Understand and apply mathematical understanding e.g. on scales, time differences etc. when using maps. *describe processes that give rise to key physical and human geographical features of the world. *describe the distribution of natural resources including energy, food,