



GEOGRAPHY PROGRESSION MAP

Year 1			
	AUTUMN TERM:	SPRING TERM:	SUMMER TERM:
	‘What’s it like where we live?’	‘What will we see on our journey around the world?’	‘Where do different animals live?’
Domain	Progression Statement		
Geographical Knowledge	<ul style="list-style-type: none"> To know about the local area and name key landmarks, e.g. the nearest local green space. (E.g. From a vocabulary list of features of the local area, identify which are human or physical. Describe these features 	<ul style="list-style-type: none"> Develop knowledge of the human and physical geography of a small area of the United Kingdom. Recognise and name some continents and oceans on a globe or atlas. (E.g. Use the name of a continent when describing different locations) 	<ul style="list-style-type: none"> Recognise and name some continents and oceans. Recognise a natural environment and describe it using key vocabulary. (E.g. make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather.)
Geographical Understanding	<ul style="list-style-type: none"> Talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. (E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card.) Use basic geographical vocabulary to refer to key human features, 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. 	Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

	<p>including: forest, park, school, wood, wetland, wild, dunes</p> <ul style="list-style-type: none"> • To recognise geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Recognise landmarks and basic human and physical features 		
Geographical Skills & Enquiry	<ul style="list-style-type: none"> • Use simple locational and directional language (e.g. near and far; left and right, forwards and backwards), to describe the location of features and routes on a map. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • Know the difference between a map, a plan and an aerial photograph. • 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. • Begin to 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. 		
Breadth of Study	<ul style="list-style-type: none"> • <i>Use ICT</i> • <i>Carry out field work.</i> 		

Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.