



Ludgvan School Subject Progression Document 2024-2025

Subject: Geography

Skills and Knowledge Progression

Year Group	Location and Place knowledge	Human and Physical Geography	Fieldwork
EYFS	<ul style="list-style-type: none"> ● Recognise some similarities and differences between life in this country and life in other countries (with a focus on Antarctica) ● Find Antarctica on a map. 	<ul style="list-style-type: none"> ● Explore the natural world around them; similarities and differences, changes and seasons. ● Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> ● Draw information from a simple map. ● Draw simple maps.
KS1 Readiness	<p><u>Key Stage 1 readiness</u></p> <ul style="list-style-type: none"> ● Know where they live ● Know how they travel to school ● Talk about some of the differences they notice when they are in different places ● Talk about places when looking at books and watching tv/videos ● Talking about places they have been to ● Talk about places in stories ● Using language that relates to place 	<p><u>Key Stage 1 readiness</u></p> <ul style="list-style-type: none"> ● Recognise elements of their environment that are manmade and natural 	<p><u>Key Stage 1 readiness</u></p> <ul style="list-style-type: none"> ● Make maps from stories ● Follow simple maps in play
Y1	<ul style="list-style-type: none"> ● RECAP OF PREVIOUS YEAR (for first two weeks) 	<ul style="list-style-type: none"> ● Identify the human and physical features of the UK and Australia. 	<ul style="list-style-type: none"> ● Use simple compass directions (North, South, East and West) ● Use locational and directional language (near and far; left and

	<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans (world maps, atlases and globes) Understand that a world map shows all the countries in the world. Identify the UK and class continent. <p>Recognise similarities and differences by studying the human and physical geography of a small area of the UK and of a small area in Australia.</p>	<ul style="list-style-type: none"> (Physical: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human; city, town, village, factory, farm, house, office, port, harbour and shop.) <p>Identify seasonal and daily weather patterns in the UK (link to Science topic of Seasonal Change).</p>	<p>right), to describe the location of features around them.</p> <ul style="list-style-type: none"> Use aerial photographs to recognise landmarks and basic human and physical features (eg beach, cliff, town etc) Use simple fieldwork to study the geography of the school and the features of its surrounding environment (note taking, videoing, data collection, sketches, observations)
Y2	<ul style="list-style-type: none"> RECAP OF PREVIOUS YEAR (for first two weeks) Name and locate the world's 7 continents and 5 oceans (use world map, atlases and globes) Name, locate and identify the 4 countries and capital cities of the UK. <p>Understand the geographical similarities and differences by studying the human and physical geography of a small area of the UK and of a small area in Asia.</p>	<ul style="list-style-type: none"> Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Identify the human and physical features of the UK and Asia. (Physical: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human: city, town, village, factory, farm, house, office, port, harbour and shop.) 	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) Use locational and directional language (near and far; left and right), to describe the location of features and routes on a map. Use aerial photographs and plans to recognise landmarks and basic human and physical features (eg beach, cliff, town etc) Devise a simple map and use and construct basic symbols in a key. <p>Use simple fieldwork and observations to study the geography of the school and its surrounding environment –e.g. the road, park, river, shops.</p>

<p>Y3</p>	<ul style="list-style-type: none"> ● RECAP OF PREVIOUS YEAR (for first two weeks) ● Locate the countries of Africa including Egypt (link to History topic) (Maps, atlases, globes and Google Earth) ● Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn and where this is in relation to Africa. ● Identify the largest urban areas in Africa and the deserts/plains. Compare 2 different regions in Africa (rural/urban). <p>Compare a region of the UK with a region of Africa. Identify similarities and differences.</p>	<ul style="list-style-type: none"> ● Describe and understand key aspects of: ● Physical geography: (climate zones, biomes and vegetation belts.) <p>Human geography: (trade links, and the distribution of natural resources including energy, food, minerals and water.)</p>	<ul style="list-style-type: none"> ● Use the eight points of a compass. ● Use fieldwork to observe, measure, record and present the human and physical features ● in the local area. <p>Sketch maps.</p>
<p>Y4</p>	<ul style="list-style-type: none"> ● RECAP OF PREVIOUS YEAR (for first two weeks) ● Locate Europe (including Russia) on a map. ● Locate the countries, mountain ranges, capitals, rivers and oceans of Europe (Maps, atlases, globes and Google Earth) ● Identify the position and significance of latitude, longitude and understand the difference between the Northern and Southern hemisphere. 	<ul style="list-style-type: none"> ● Describe and understand key aspects of: ● Physical geography: volcanoes and earthquakes, including the Ring of Fire in Sicily. ● Human geography: economic activity including trade links with a focus on trade between UK and Europe and the rest of the world. <p>Fair/unfair distribution of resources (Fairtrade).</p>	<ul style="list-style-type: none"> ● Use the eight points of a compass ● Use four-figure grid references. ● Use fieldwork to observe, measure, record and present the human and physical features ● in the local area using a range of methods. <p>Sketch maps and plans.</p>

	Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.		
Y5	<ul style="list-style-type: none"> ● RECAP OF PREVIOUS YEAR (for first two weeks) ● Locate South America and the countries within it (Maps, atlases, globes and Google Earth). ● Identify the position and significance of Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Equator, Arctic and Antarctic Circle. ● Identify where some biomes are on the world map particularly those in Antarctica and the Amazon rainforest. ● Whilst studying the Amazon and Antarctica (glaciers), make comparisons with the UK. ● Complete a depth study of the UK: ● Choose 3 key areas of the UK and look at how land use has changed over time. <p>(Environmental regions, key physical and human characteristics, major cities and national parks. Counties, hills, mountains, coasts.)</p>	<ul style="list-style-type: none"> ● Describe and understand key aspects of; ● Physical geography: rivers, mountains, and the water cycle. <p>Human geography: the distribution of natural resources including energy, food, minerals and water</p>	<ul style="list-style-type: none"> ● Use the eight points of a compass ● Use four-figure grid references, symbols and key (including Ordnance Survey maps) ● Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. <p>Sketch maps, plans and graphs.</p>
Y6	<ul style="list-style-type: none"> ● RECAP OF PREVIOUS YEAR (for first two weeks) 	<ul style="list-style-type: none"> ● Describe and understand key aspects of: 	<ul style="list-style-type: none"> ● Use the eight points of a compass.

	<ul style="list-style-type: none"> • Locate North America and the countries within it. (Maps, atlases, globes and Google Earth). • Identify their main environmental regions, key physical and human characteristics, major cities, mountain ranges, rivers, lakes and landmarks within North America. • Identify main capital cities/oceans around the world. • Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time. <p>Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<ul style="list-style-type: none"> • Physical geography: climate zones, biomes and vegetation belts. <p>Human geography: UK settlement and land use pre and post war UK compared to modern day (to link to History).</p>	<ul style="list-style-type: none"> • Use four and six-figure grid references, symbols and key (including Ordnance Survey maps). • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. <p>Sketch maps, plans and graphs, and digital technologies.</p>
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Vocabulary Progression

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Similarities, differences, world, world maps, Antarctica. Natural world, changes, seasons, environments,	World maps, atlases and globes Physical: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,	Use world map, atlases and globes Physical: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,	Maps, atlases, globes and Google Earth the Equator, the Tropic of Cancer and the Tropic of Capricorn	Countries, mountain ranges, capitals, rivers and oceans Maps, atlases, globes and Google Earth latitude, longitude	(Maps, atlases, globes and Google Earth). Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the	(Maps, atlases, globes and Google Earth). environmental regions, key physical and human characteristics, major cities, mountain ranges,

<p>homes, local area, town, village, shops, beach, seaside, ocean. Left, right.</p>	<p>valley, vegetation, season and weather. Human; city, town, village, factory, farm, house, office, port, harbour and shop. North, South, East and West Near and far; left and right Note taking, videoing, data collection, sketches, observations</p>	<p>vegetation, season and weather. Human: city, town, village, factory, farm, house, office, port, harbour and shop. North, South, East and West Near and far; left and right</p>	<p>Rural/urban Physical geography: climate zones, biomes and vegetation belts. Human geography: trade links, and the distribution of natural resources including energy, food, minerals and water. Eight points of a compass</p>	<p>Northern and Southern hemisphere. climate zones' global warming Physical geography: volcanoes and earthquakes, including the Ring of Fire in Sicily. Human geography: economic activity including trade links with a focus on trade between UK and Europe and the rest of the world. Fair/unfair distribution of resources (Fairtrade). Eight points of a compass Use four-figure grid references.</p>	<p>Equator, Arctic and Antarctic Circle. biomes glaciers (Environmental regions, key physical and human characteristics, major cities and national parks. Counties, hills, mountains, coasts.) Physical geography: rivers, mountains, and the water cycle. Human geography: the distribution of natural resources including energy, food, minerals and water Eight points of a compass Use four-figure grid references, (including Ordnance Survey maps)</p>	<p>rivers, lakes and landmarks capital cities/oceans coast, features of erosion, hills, mountains and rivers latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night) Physical geography: climate zones, biomes and vegetation belts. Human geography: UK settlement and land use pre and post war UK compared to modern day (to link to History). Eight points of a compass. Use four and six-figure grid references, Ordnance Survey maps).</p>
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Subject Content Coverage and Timeline

	Autumn 1 – Wellbeing – Geography	Autumn 2 - Diversity and Inclusion History	Spring 1 - Local Citizens History	Spring 2 - Global Citizens Geography	Summer 1 - Planet Earth Geography	Summer 2 – Aspirations - History
EYFS	Fieldwork	What do I know about my family?	Have toys always been the same?	Location and place knowledge	Human and physical geography	How can stories help us to understand events in the past?
Y1	Fieldwork	Our local town- then and now BHM - Bristol Bus Boycott	Malala Yousafzai and Rosa Parks	Location and place knowledge	Human and physical geography	First flight
Y2	Fieldwork/ Location and place knowledge	Great Fire of London BHM - Mary Seacole	Sir Humphrey Davy and mining	Location and place knowledge	Human and physical geography	Queen Victoria and Queen Elizabeth
Y3	Fieldwork	Stone Age BHM - Transatlantic Slave Trade	Iron Age	Location and place knowledge	Human and physical geography	All 4 ancient civilisations and a depth study of Ancient Egypt
Y4	Location and place knowledge	Romans BHM- Windrush	Anglo Saxons and Scots	Fieldwork	Human and physical geography	Ancient Greece
Y5	Fieldwork	Anglo Saxons and Vikings BHM- Nelson Mandela	Mining and miners	Location and place knowledge	Human and physical geography	Maya
Y6	Fieldwork	Rosa Parks/ MLK BHM- Rosa Parks/Martin Luther King	WW1 Local war hero	Location and place knowledge	Human and physical geography	Crime and punishment