Progression Overview

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should	• 0	ur school is in	basic vocabulary	the names	where the	the key	• the names	the location
know:	Тс	orquay in	and concepts about	and locations of the	world's main climate	elements and features	and locations of the	and principal features
KIIOW.	E	ngland.	weather and the	world's continents and	zones are (building on	of a river;	world's principal	of the UK and their
	• A	town is a place	climate;	oceans, and some	their prior	the key	mountains, volcanoes	local region when
	W	here people	the main nations	information about each	understanding of hot	elements of the water	and areas at risk from	seen at a range of
	liv	/e.	and features of the UK,	of them;	and cold regions);	cycle;	earthquakes;	scales, from the global
	• To	orquay is a town	including their locations	where the	the location	• the names of	• the main	to the immediately
	ne	ear the sea.	and related key	world's main hot and	and main human and	 and key information 	features and types of	local;
	• A	map tells us	vocabulary;	cold regions are, and	physical features of	on – the world's main	mountains;	 ways in
	W	here places are.	the location and	some information	North and South	rivers;	how some	which human
	• Er	ngland is an	features of the local	about what they are	America;	basic ideas	people have adapted to	processes (such as
	is	land	area.	like:	the location	about flood	life in mountainous	economic and political
	SL	urrounded by		the location	and human/physical	management;	areas;	processes, the
		e sea.		and features of a	features of Rio de	the key	the main	distribution of energy,
		ne coast is		contrasting locality in	Janeiro and South-East	elements of a rainforest	features and causes of	land use. settlement
	W	here the sea		Zambia, comparing	Brazil. as a region in	biome, how these	volcanoes and	and change) operate
		eets the land.		and contrasting it with	The Americas,	contrast with other	earthquakes;	within the UK and their
		ometimes there		their local area and	comparing and	biomes and the main	the location	local region;
		e cliffs and		situating it within the	contrasting this region	location of the world's	and principal features	ways in
		ometimes		African continent;	with places previously	rainforests (including	of the region around	which the location and
		eaches.		how their	studied:	the Congo);	Athens, when seen at a	physical geography of
		frica is a		location within hot and	how their	the location	range of scales, from	the UK and their local
		ontinent.		cold regions might	location within different	and principal features	the global to the	region impact on (and
		continent is a		affect everyday life	climate zones might	of the Amazon.	immediately local;	are impacted by)
		g area of land.		differently in the UK	affect everyday life	situating it within the	ways in	human activity in the
		he animals that		and Zambia.	differently in	globe and the South	which human	· · · · · ·
		e in Africa are		and Zambia.	South-East Brazil and	-		region; • ways in
						American continent	processes (such as	 ways in which the location and
		uited to the hot			places previously	and comparing and	tourism and migration)	
		imate.			studied;	contrasting it with	operate within the	distinctive features of
		ons, elephants			the location	South-East Brazil;	Mediterranean, Greece	the UK and their local
		nd giraffes live			of South-East Brazil	now physical	and Athens;	region compare and
		ild in Africa.			and Rio de Janeiro	processes involving	wayom	contrast.
		ome species			within the South	rivers, the water cycle	which the location and	
		e at risk of			American continent;	and rainforests	physical geography of	
		tinction and are			about	distinctively apply to	the region impact on	
		alled			processes of	the Amazon;	(and are impacted by)	
		ndangered.			settlement, trade,	how some	human activity – this	
		ne Solar System			tourism and culture in	human beings have	includes the key role of	
		onsists of			South-East Brazil and	adapted to life in the	the Mediterranean Sea,	
		anets, moons,			Rio de Janeiro.	rainforest and the	as well as core	
	SL	uns and stars.				Amazon.	knowledge about	
		live on planet					mountains, volcanoes,	
	Ea	arth.					earthquakes, etc;	



Pupils should be able to: • Describe where we live and word, be casen and on to expland. • Preset any be capital of England. • Oregation and cases be down be casen and be down be casen and be down be do				1	[I	I		
and make yuer I opolited. and		•	We need to look					how people	
doesn't get politided. politided. The Royal Entity Bio London, throughout of the politided. Image of the politic formation throughout of the politic formation base and roads. Image of the politic formation throughout of the politic formation politic formation throughout of the politic formation politic formation throughout of the politic formation politic formation pol									
Pupile should be able to: • Describe where services and reads. • Use globes and reads. • use globes and reads. • use globes and reads. • interpret a marge of									
Pupile should be able to: • Describe where such as fivers, bridges, turnels and roads. • • use globes on such as globes and conders with the sociation and distinctive security including •			0						
Ive in London, England. Ive interpret an england. Ive interpr								 ways in 	
Pupile should be able to: Bescribe where, bridges Lunnels and roads. Bescribe where, bridges Lunnels and roads. Bescribe where, we live and roads. Bescribe where, we live and roads. Bescribe where, we live and roads. Bescribe where, we live and roads. Bescribe where, we we live and roads. Bescribe where, we we live and roads. Bescribe where, we live and roads.		•						which the location and	
England. • The Royal family live at successful and place. • Image of negland. • Image of negland. • region (including) events and contrast with those of of other place successful and contrast with those of continuity and change (including) different perspectives. of continuity and change (including) different perspectives. • Image of negland. • Ima			live in London,					distinctive features of	
 The Foyal ramity is at wast in the revs, such as rivers, bridges, turnels and roads. Pupils should be able to: Pupils should be able to			the capital of					Greece and the Athens	
Ive at Balace. Pelace. Idferent features and roads.Ive at and roads.Interpret at single features and roads and roads at any of a the at at any of a the roads and roads and approver the classrooms a road of roads at any of a these designed features indensity in contrast with roads and roads.Interpret a range of maps and contrasts with roads and approver the list in the single map of the UK these designed features the odds single maps of a the classrooms and approver the classrooms a road approver the classrooms and approver the classrooms and approver the place and the road read or any approver the place and the road read or any approver the place and the road read or any the road read read read read read read read re			England.					region (including	
Pupils should be able to:Describe where verifies inthe such as rivers, bridges. turnels and roads.• create a simple washer chart; • make and roads.• use globes and tases o identify constant which modern.day Greece compares and contrasts with its past].• interpret a range of maps of the constant where where and apply this rinders to route to school.• interpret a range of maps of the constant where it is in the we live and where it is in the up to any ango of a to any ango of a sample map of the local area; and apporting to constant washes of the place and compare in the reserve. • lock at man features and and possible route to school.• interpret a range of maps of the constant with its past].• interpret a range of maps of the consider the impact on discussing and aking questions about its man features of the local area, based on information to their understanding of it; understanding of it; 		•	The Royal family					everyday life) compare	
 Pelace			live at					and contrast with those	
e Maps have different features such as rivers, bridges, turnes and roads. • e use globes and roads. • use globes and atases - and anotate maps - to simple map of the UK vertex • use globes and atases - and anotate maps - to simple map of the UK vertex • • use globes and atases - and anotate maps - to construction provid. • • interpret an arrage of maps of anotate maps - to construction provid. • • interpret and atases to identify anotate maps - to construction provid. • interpret an arrage of maps and arrage of maps and anotate maps - to construction provid. • interpret an arrage of maps and arrage of maps and			Buckingham					of other places studied;	
endification features bridges, tunnels and roads. endition of the cases of continuity and charge (including different perspectives as well as ways in which modern.day Greece compares and contrasts while is pass). endition the perspectives as well as ways in which modern.day Greece compares and contrasts while is pass). endition the perspectives and atlases - and annotate maps - to the classrooms and grounds. endition the classrooms and classes and maps to the classrooms and classes and maps to the classrooms and class the the classrooms and class the the classrooms and class the definity discussing and asking questions about the conderifie the works to contrast which the annotate area; endition the discussing and asking questions about the classrooms about the main features and the works to contrast which the and the classrooms and how the tripper indithe and theclesraoms and anotate orchances, enditident the works			Palace.					about	
Busice Such as rivers, bridges, truncis and roads. Such as rivers, bridges, truncis and roads. Create a simple wather chart; • Contrast of able to: • create a simple wather chart; • Contact as simple map of the UK fatures; • Look at a map of record, classes and ad groups. • create a simple wather chart; • contact as simple map of the UK fatures; • Look at a map of record, classes and ad groups. • create a simple map of the UK fatures; • Look at a where we live • Look at a map of record, classes and contrast of the classes and region and apply this imple maps on the local region and apply this imple maps on the local region and apply this simple maps of the local region and apply this imple maps of the local region and apply this imple maps on the local region and apply this imple maps and aerial views of the local region and apply this imple maps and aerial views of the local region and apply this imple maps and aerial views of the local region and apply this imple maps and aerial views of the local region and apply this imple maps and aerial views of the local region and apply this imple maps and aerial views of the local region, raising questions about its man features. • Look at a map of the classes and region, raising questions about its main features. • Draw a map of imple maps of the local region, raising questions about its main features. • Draw a map of the local area, based on the man features of the local region raising and asking questions about its main features. • make connections between • make connections between • make connections about the main features of hor local view of a contrastify questions about its main features, in the UK; • use and annotate maps of the UK; • use and annotate maps of the UK; • use and annotate maps, including these with the use features, in the UK; • use and annotate maps, including these with the UK; • use and annotate contanting puestions about its main featur		•	Maps have					place-specific patterns	
Busice Such as rivers, bridges, truncis and roads. Such as rivers, bridges, truncis and roads. Create a simple wather chart; • Contrast of able to: • create a simple wather chart; • Contact as simple map of the UK fatures; • Look at a map of record, classes and ad groups. • create a simple wather chart; • contact as simple map of the UK fatures; • Look at a map of record, classes and ad groups. • create a simple map of the UK fatures; • Look at a where we live • Look at a map of record, classes and contrast of the classes and region and apply this imple maps on the local region and apply this imple maps on the local region and apply this simple maps of the local region and apply this imple maps of the local region and apply this imple maps on the local region and apply this imple maps and aerial views of the local region and apply this imple maps and aerial views of the local region and apply this imple maps and aerial views of the local region and apply this imple maps and aerial views of the local region and apply this imple maps and aerial views of the local region and apply this imple maps and aerial views of the local region, raising questions about its man features. • Look at a map of the classes and region, raising questions about its main features. • Draw a map of imple maps of the local region, raising questions about its main features. • Draw a map of the local area, based on the man features of the local region raising and asking questions about its main features. • make connections between • make connections between • make connections about the main features of hor local view of a contrastify questions about its main features, in the UK; • use and annotate maps of the UK; • use and annotate maps of the UK; • use and annotate maps, including these with the use features, in the UK; • use and annotate maps, including these with the UK; • use and annotate contanting puestions about its main featur			different features					of continuity and	
bridges, tunnels and roads. bridges, tunnels and roads. <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>· · · ·</th> <th></th>								· · · ·	
Pupils should be able to: • Describe where we live and where it is in the place and stages of its key information to ther we live and work its place book at simple map of the local area, based on the scale and atlases - and anotate maps - to identify continents and anotate maps - to identify the local area, simple maps and anotate maps - to identify the local area, simple maps and anotate maps - to identify the word's bring questions about its main features and the local area, simple maps - to identify the word's bring questions about its main features and the place and the place and for unset. Interpret a map of an imaps of the local area, simple maps of the local area, sinductify and the marefis			· · · · · ·					S (S	
Pupils should be able to: Describe where we live and where it is in the vord. • create a simple weather chart, • annotate as while as an of any of the UK • Look at a map of route to school. • create a simple weather chart, • annotate maps - to identify the ucks. • use globes and atases - and anotate maps - to identify the ucks. • interpret a range of maps and areal views of Athens, • use globes, and grounds. • interpret a range of maps and areal views of Athens, • use globes, and atases - and anotate maps - to identify the ucks. • interpret a range of maps and areal views of the UK, Europs Zambia and Atrica; • use globes, and grounds. • interpret a range of maps and areal alviews of Athens, • use globes, and atases - and anotate maps - to identify the world's hor to least the place and the place and of the place and of reaters, neckuling questions about its main features and comparing these with place and a papy this information to their understanding of it (eq. when arguing the case for tourism in the at topical tivers, • look at amap of the uCk; • look at a map of the uCk; • look at amap of the uCk; • interpret main features and compasing and asking questions about its main features and combis have explore the features, • observe, • ecord, discuss and the anis features of the ucas and acainal views of the coll ecord discuss and the anis features and comparing these with place and arging the use of the Americas, • use globes and atases to identify the locations the verification shout the information to their understanding of fit; • use and annotate maps of the Americas, • look at imain features and comparing these with place horoschoins, how it main features, and or the bloes; nording the explore its work together to create a imaginary journey. • interpret a main features and comparing these with place intoms the explore ithe vocabulary<			U 7						
Pupils should be able to:•create a simple map of the UK word.•use globes and atlasses - and annotate maps - to identify continents and coaras, including the the place and comparing the seador imaginary journey.••use globes and atlasses - and annotate maps - to identify continents and coaras, including the the place and comparing these with or make explore the explore the features.•use globes and atlasses - and annotate maps - to identify the world's indentify the main features on the imaginary journey.••interpret a and atlasses - and annotate maps - to identify the world's indentify the main features on the imaginary journey.••interpret a and atlasses - and annotate maps - to identify the world's to information to their understanding of it (sc) area of coarbin of the place and comparing the sakes on and and cold regions. •••interpret a and atlasses and and atlasses and and acold regions. •••••••••••••Interpret and atlasses and and atlasses and and acold regions. •• <th></th> <th></th> <th>and roudo.</th> <th></th> <th></th> <th></th> <th></th> <th>· · · · · · · · · · · · · · · · · · ·</th> <th></th>			and roudo.					· · · · · · · · · · · · · · · · · · ·	
Pupils should be able to: • Describe where we live and where it is in the word. • create a simple weather chart; • • use globes and atlases - and annotate maps - to identify continents and or idres; • interpret a and atlases to identify or idres; • interpret a explain key information or idres; • interpret a and atlases to identify or idres; • • interpret a and atlases to identify or idres; • • • • interpret a and atlases to identify or idres; • • interpret a and atlases to identify or idres; * • interpret a and apply this information to their understanding of it; • * • interpret and atlases and maps to identify the word's or use globes, and apporting information to their understanding of it; • * • • • • • • • *									
Pupils should be able to: • Describe where wife it is in the word. • create a simple weather chart; • • use globes and atlases - and and atlases to identify consider their impact ocease, including the brave a map of a route to school. • <t< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></t<>									
Pupils should be able to: Describe where we live and where it is in the word. • create a simple weather chart, • manotate a word. • use globes and atlases – and anotate maps – to consider ther impact occass, including the occass, including the datures; • use globes and atlases – and anotate maps – to consider ther impact on different parts of the UK and the local region and apply this information to their understanding of it (e.g. winderstanding of it and positional and positional and positions about the place and compare it to where we live. • ecreate a simple wather chart, • use globes and atlases – and and atlases of a contrast rip and atlases of a contrast rip and atlases to identify the main features and inegion may of an inegion may journey. • interpret a and atlases of and atlases and atlases of and atlases and atlases of and atlases of and atlases of a contrast and atlases to identify the use of the ormparing these with place locatinon there and									
 we live and where it is in the world. Look at a map of a route to school. Draw a map of an guestons about the place and comparing features. Ask simple guestons about the place and comparing features. Look at a map of a route to school. Use locational factures and the place and comparing features. Look at a map of a route to school. Use locational factures and the guestons about the place and comparing features. Look at a map of a route to school. Use locational factures and the guestons about the place and comparing features. Draw a map of a factures. Draw a map of a								contrasts with its past).	
 we live and where it is in the world. Look at a map of a route to school. Draw a map of an guestons about the place and comparing features. Ask simple guestons about the place and comparing features. Look at a map of a route to school. Use locational factures and the place and comparing features. Look at a map of a route to school. Use locational factures and the guestons about the place and comparing features. Look at a map of a route to school. Use locational factures and the guestons about the place and comparing features. Draw a map of a factures. Draw a map of a	Duraile chould be		Dosoribo whore				interpret and		interpret a
 where it is in the word. Look at a map of a route to school. Draw a map of a compare it to man features. and positional features. Look at a map of a route to school. Draw a map of a compare it to man features and positions about its man features and positions about its man features and cold regions, journey. Look at a map of a route to school. Draw a map of a compare it to man features and features. Draw a map of a compare it to man features and features. Look at map of a route to school. Look at a map of a route to school. Draw a map of a compare it to man features and features. Look at map of a route to school. Compare it to man features and the work standing of the UK, work to compare it to man features and the man features and features. Look at a map of a compare it to man features and the minifeatures and features. Draw a map of a route to experience; man features. Draw a map of a route to experience; man features. Draw a map of a route to experience; man features and the work to cala asking features. Draw a map of a route to experience; man features and the work to cala rese, connections between Draw a map of a route to experience; man features and rigit rese and route reserverence; man features and connections between Draw a map of a reserverence; man features and rigit reserveren					0	0			
 world. Look at a map of the UK with some of its key wi	able to:							.	U I
 Look at a map of the classrooms and grounds. Draw a map of route to school. Use locational and positional questions about its where we live. Look at a map of route to school. Use locational and positional questions about the place and compare it to where we live. Look at a map of the classrooms and gostional and positional and positional and positional and positional the place and compare it to where we live. Look at a map of the classrooms and gostional and positional and positional and positional the place and compare it to where we live. Look at a map of the classrooms and gostional and positional and positional and positional the place and compare it to where we live. Look at a map of the class solut Look at a map of the class solut Look at a map of the class solut Look at a map of and atlases - and and cold regions, locating the UK and the place and compare it to where we live. Look at a map of the class solut Draw a map of an imaginary journey. Draw a map of an the actures of the local solut solut solut Draw a map of an imaginary journey. Draw									
 the classrooms and grounds. Draw a map of a compare it to where we live. Look at a map of London to where we live. Look at a map of a longer and point at the main features. Look at a map of a longer and point at the main features. Look at a map of a longer and point at the main features. Look at a map of licate shout the main features of the local area, based on direct experience; make connections between local area, based of an locations between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience; make connections between local area, based on direct experience;<th></th><th></th><th></th><th>· · · · · · · · · · · · · · · · · · ·</th><th></th><th></th><th>ovaldato a</th><th></th><th></th>				· · · · · · · · · · · · · · · · · · ·			ovaldato a		
 and grounds. Draw a map of a route to school. Use locational language. Ask simple maps and aerial views of the local area, based on journey. Lock at a map of a rimaginary journey. Ioka at sess and aerial views of the local area, based on journey. Ioka at sess and aerial views of the local area, based on journey. Ioka at ases and aerial views of the local area, based on journey. Ioka at ases and aerial views of an imaginary journey. Ioka at ases and aerial views of an imaginary journey. Ioka at ases and aerial views of an imaginary journey. Ioka at ases and aerial views of an imaginary journey. Ioka at ases and aerial views of an imaginary journey. Ioka at ases and aerial views of an imaginary journey. Ioka at ases and aerial views of an imaginary journey. Ioka at ases on and sout the care integration and coll regions, and coll regions,		•		-			0	U U U U U U U U U U U U U U U U U U U	
 Draw a map of a route to school. Use locational and positional language. Ask simple questions about its main features and the place and compare it to where we live. Lock at a map of a features. Dow a map of a maginary journey. Africa; Africa; Use globes and atlases – and annotate maps – to identify the world's had annotate maps – to identify the world's had and coll regions, locating the UK and 2mbia within them; to globe area; South America; Work to calle and compare it to work where we live. Lock at a map of a imaginary journey. Draw a map of a imaginary journey. 				· · · · · · · · · · · · · · · · · · ·	· · · · ·	, o		1.1.2	• ·
 route to school. Views of the local area, and positional language. Use locational and positional language. Ask simple questions about the place and compare it to where we live. Lock at a map of and atlases - and ani features and the way symbols have been used; wway symbols have been used; wway symbols have been used; bock at a map of features. London to features. Docate the world's main features and the way symbols have been used; bock at a map of features. London to features. Doraw a map of an imaginary journey. Draw a map of an imaginary journey. Draw a map of an imaginary journey. Wiews of the local area, and datalese - and and tabase - and and tabase - and and tabase - and and atlases - and and atlases - and and atlases - and and atlases - and and cold regions, identify the world's hot and cold regions, simple maps and aerial views of a contrasting questions about the the min features of the local area, based on direct experience; Draw a map of an imaginary journey. Traw bia, imaginary journey. Traw a map of an imaginary journey. Traw bia, imaginary journey. Traw bia			•			· · · · · · · · · · · · · · · · · · ·	add globod,		
 Use locational and positional language. Ask simple questions about its main features and the place and compare it to where we live. Look at a map of London to explore the features. Draw a map of an imaginary journey. Draw a map of an imaginary journey. and attase - and and attases - and and attases - and anotate maps - to identify the world's hot and cold regions, locating the UK and 2ambia within them; Draw a map of an imaginary journey. and attases - and anotate maps - to identify the world's hot and cold regions, locating the UK and 2ambia within them; Draw a map of an imaginary journey. and attases - and analysis and asking questions about its maps and aerial views of a contrasting questions about its main features and comparing these with to comparing these with the UK; braw a map of an imaginary journey. and attases - and and physical cold regions, and the main features and the main features and the ducts and acting the torces and asking questions about its main features and imaginary journey. braw a map of an imaginary journey. braw a map of an imaginary journey. braw a map of an imaginary journey. main features and the main features and the Mediter and and the Mediter and and the Mediter and t		•		· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	add globod,			
 and positional language. Ask simple questions about its main features and the place and where we live. Look at a map of features. Look at a map of features. Draw a map of an imaginary journey. Mediterranean); annotate maps - to identify the world's hot and cold regions, llocaling the UK and cold regions, and and cold regions, and cold regions, and and cold regions, and					0.00 9.0000			0 0	
 Ianguage. Ask simple questions about the place and compare it to where we live. Look at a map of London to explore the features. Doserve, journey. Draw a map of an imaginary journey. Draw a map of an imaginary journey. Main features and the way symbols have been used; Identify the world's hot and cold regions, locating the UK and zambia within them; Identify the world's hot and cold regions, locating the UK and zambia within them; Identify the world's hot and cold regions, locating the UK and zambia within them; Identify the world's hot and cold regions, locating the UK and zambia within them; Identify the world's hot and cold regions, locating the UK and zera; Identify the world's hot and cold regions, locating the UK and zera; Identify the world's hot and cold regions, locating the UK and zera; Identify the world's hot and cold regions, locating the UK and zera; Identify the world's hot and cold regions, locating the UK and zera; Identify the world's hot and cold regions, locating the UK area; Identify the world's hot and cold regions, locating the UK area; Identify the world's hot and cold regions, locating the UK area; Identify the world's hot and cold regions, locating the Setwith place previously Use Identify the world's hot and cold regions, locating the UK area; Identify the world's hot and talases to identify the location of Greece and the Mediterranean; Use and annotate Ordnance Survey maps, including the use of grid references, in 		•							
 Ask simple questions about the place and compare it to where we live. Look at a map of London to explore the features. Draw a map of an imaginary journey. Max and cold regions, locating the UK and contrasting questions about the main features of the local area, based on direct experience; make connections between 								<i></i>	
 duestions about the place and compare it to where we live. Look at a map of London to explore the features. Draw a map of an imaginary journey. Draw a map of an imaginary journey. Deave a map of an imaginary journey. Drave a map of an imaginary journey. Deave a map of an imaginary journey. D					-				,
 the place and compare it to where we live. Look at a map of London to explore the features. Draw a map of an imaginary journey. Make connections between Make		•			C		· · · · · · · · · · · · · · · · · · ·		400
 compare it to where we live. Look at a map of London to explore the features. Draw a map of an imaginary journey. Lock at a map of an imaginary journey. the main features of the main features of the main features of the main features and eased on imaginary journey. make connections between area; braw a map of an imaginary journey. connections between connections between comparite to create a simple map of the local area, based on imaginary journey. braw a map of an imaginary journey. connections between connections between comparite vocabulary comparite vocabulary use and river features; and appropriate vocabulary use and river features; and appropriate 				· · · · · · · · · · · · · · · · · · ·	U U		interprot a	o . o	
 where we live. Look at a map of London to explore the features. Draw a map of an imaginary journey. Macon and apply this area; observe, record, discuss and ask questions about the main features of the local area, based on direct experience; make connections between area; braw a map of an imaginary journey. charten and erial views of a contrasting questions about the main features and comparing these with the UK; make connections between area; braw a map of an imaginary journey. charten and soluther braw a map of an imaginary journey. charten and soluther braw a map of an imaginary journey. make connections between area; braw a map of an imaginary journey. charten and soluther charten and soluther simple maps and aerial views of a contrasting questions about the main features and comparing these with the UK; make connections between area; and attrace and connections between and appropriate vocabulary appropriate vocabulary use and river features; and place locations. use and river features; and apply appropriate use and anotate Ordnance and river features; and apply appropriate use and apply appropriate 				work			<u> </u>		
 Look at a map of London to explore the features. Draw a map of an imaginary journey. Look at a map of explore the features. Draw a map of an imaginary journey. Make connections between <				•	loon at	,		0	Jan Start St
 London to explore the features. Draw a map of an imaginary journey. Incality in Zambia, discussing and asking questions about its man features of the local area, based on direct experience; make connections between appropriate vocabulary wariety of scales, discussing and asking questions about their main features and comparing these with the use appropriate vocabulary wariety of scales, discussing and asking questions about the main features and comparing these with glaces previously studied; wariety of scales, discussing and asking questions about their main features and comparing these with the UK; wariety of scales, discussing and asking questions about the main features and not the UK; wariety of scales, discussing and asking questions about their main features and comparing these with the UK; wariety of scales, discussing and asking questions about their main features and comparing these with the UK; wariety of scales, discussing and asking questions about their main features and comparing these with the UK; wariety of scales, discussing and asking questions about their main features, and direct experience; wariety of scales, discussing and asking questions about their main features, and the Mediterranean; wariety of scales, discussing and asking questions about their main features, and the Mediterranean; wariety of scales, discussing and asking questions about their main features, and the Mediterranean; wariety of scales, discussing and asking questions about their main features, and the main features; and place locations. 							11.2		
 explore the features. Draw a map of an imaginary journey. e make connections between connections between appropriate vocabulary e make connectons between appropriate v		•			•				U /
features.ask questions about the main features of the journey.questions about its main features and comparing these with the UK;questions about their main features, and places previouslyappropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.• use globes and atlases to identify the location of Greece and the Mediterranean; including the use of grid references, in				0000110,		2	•	0 0	
 Draw a map of an imaginary journey. Draw a map of an imaginary journey. the main features of the local area, based on direct experience; make connections between appropriate vocabulary use 				· · · · · · · · · · · · · · · · · · ·	0 0	J J J J J J J J J J J J J J J J J J J			Ű
imaginary journey.								doo globoo	U /
journey. direct experience; the UK; places previously other biomes; rivers and the Mediterranean; Survey maps, including the use of appropriate vocabulary other biomes; not place locations. Survey maps, including the use of apply appropriate of apply appropriat		•				· · · · · · · · · · · · · · · · · · ·	0		
make onnections between setween setwe			o ,				· · · · · · · · · · · · · · · · · · ·		
connections between appropriate vocabulary • use place locations. apply appropriate grid references, in			journey.		· · · · · · · · · · · · · · · · · · ·			1	
						studied;		aco ana	J
their investigation of for continents and appropriate vocabulary vocabulary when order to present							place locations.		· · · · · · · · · · · · · · · · · · ·
				their investigation of	for continents and	appropriate vocabulary		vocabulary when	order to present



the local area and what they have learned about weather, climate and the UK; • use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.	oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area; • make use of the four main compass points when describing the location of these key locations and regions.	when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).		describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens.	arguments about change in the local region; • USE appropriate vocabulary when describing key information about the UK and the local region to external audiences.
--	--	---	--	--	---



Examples of Progression in Geography at Our Lady of the Angels

Location

In the Early Years, children begin by recognising their town, Torquay, and understanding that it is in England, near the sea. They learn the basic concept of a map and that England is an island. In Year 1, they expand their awareness to include the nations of the UK and features of their local area. By Year 2, children can locate the continents and oceans, understand hot and cold regions, and begin to compare life in the UK with a contrasting locality in Zambia. This comparative approach deepens in Year 3, as pupils explore climate zones and the geography of South-East Brazil, considering how location influences lifestyles. In Year 4, they study world rivers, rainforests, and biomes, situating these within global and continental contexts, particularly the Amazon and the Congo. Year 5 builds on this by introducing physical geography such as mountains and volcanoes, as well as the regional geography of places like Athens. Finally, in Year 6, pupils consolidate their locational knowledge by exploring the UK and their local region at different scales, examining how geography interacts with human processes, and drawing detailed comparisons across regions.

Map Skills

In the Early Years, children begin by looking at maps of their classroom and school grounds, drawing simple routes (such as their journey to school), and using basic locational and positional language. They also begin to ask simple questions about places and compare locations using visual representations like a map of London. In Year 1, pupils annotate a basic map of the UK, explore local maps and aerial views, and work collaboratively to create their own maps using symbols. By Year 2, they begin to use globes and atlases to locate continents, oceans, and climate zones, comparing aerial views of distant places like Zambia with their own locality. In Year 3, children develop their skills by interpreting maps and aerial views of the Americas and analysing how climate zones affect human and physical features. In Year 4, they extend their understanding by locating rivers, rainforests, and biomes and applying this to their studies of the Amazon through various maps. In Year 5, pupils interpret a variety of maps of the Mediterranean region, including Athens, and use these to support arguments and investigations. Finally, in Year 6, children confidently interpret Ordnance Survey maps, use grid references, and apply detailed geographical knowledge to tasks such as planning routes and discussing regional change, demonstrating high-level map-reading and analytical skills.

