

Annesley Primary & Nursery School Progression Map

Subject: Geography

A/ s

Intent

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Annesley children are encouraged to develop a greater understanding and knowledge of the world, their local area, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At Annesley our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

| Geographi | ical Enquiry | Physical Geo | graphy | Human Geograp | Human Geography | | wledge |
|--|--------------------------|---|---|------------------|--|------------------|------------------|
| Children will start to lead their own enquiries and investigations to grow their knowledge of the world. They will develop cross curricular skills to use and discover new resources and use this information to write about their own thoughts and ideas. Children will learn about the world we live in and how it has changed, they will learn the importance of rivers and mou in relation to how people live as learning how to use a map identify key features and to lean avigation. This knowledge wo onto the children developing write and create reports and presentations to explain their thoughts and ideas. | | in and how it has y will learn the of rivers and mountains how people live as wel ow to use a map to eatures and to learn his knowledge will lead dren developing skills to ate reports and s to explain their own | for human development, the different types of developments and why cities developed in a certain location. They will learn how people have both positively and negatively impacted on certain areas and will learn skills on how to argue a case both positively and negatively. They will start to contrast a developed and underdeveloped country. | | Children will gain and retain knowledge about the planet on which they live, they will develop the skills to use a map to locate, navigate and make plans. They wi learn about different weather patterns and start to make predictions and informed guesses about the weather. They will start to form their own opinions about the changing world and what we can do to help. | | |
| Autumn | EYFS | Key S | tage 1 | Key Stage 2 | | | |
| | Nursery/Year R Autumn | Year 1 Autumn | Year 2 Autumn | Year 3 Autumn | Year 4 Autumn | Year 5 Autumn | Year 6 Autumn |

| Being Me | in My | Goodies and | Town Mouse! | Our Glorious | Raiders and | Final Frontier | War Child! |
|-------------|--------------|--------------------|-----------------------|---------------------|-------------|-----------------------|------------|
| World | | BaddiesHow do | Country Mouse! | Garden! | Invaders | | |
| Cycle A | | you defend a | | | | They will know | |
| | | castle/what would | My locality and my | They will know and | | and be able to | |
| Nursery-T | hey will | we find on a bear | world. | can explain how | | collect and collate | |
| know and | be able | hunt? | | people's lives vary | | information about | |
| to say what | at they | | They will know and | due to their | | a place and use | |
| like about | a | Where do you | be able to say what | weather | | this in a report | |
| particular | area. | live? | they like and don't | They will know and | | They will know | |
| | | | like about their | can describe how | | and be able to | |
| My colour | rful world | They will know and | locality and another | volcanoes impact | | locate the USA on | |
| Cycle B | | be able to say | locality. | on people's lives. | | a world map and | |
| Paddingto | on | what they like | They will know and | | | atlas. | |
| Venezuela | a | about a locality. | can find out about | | | | |
| | | (woods, park, | their locality using | | | | |
| Nursery – | They will | river) | different sources of | | | | |
| know and | be able | | evidence. (books etc) | | | | |
| to say what | at they | | They will know and | | | | |
| like about | a | | can find out about a | | | | |
| particular | | | locality by asking | | | | |
| environme | ent | | relevant questions to | | | | |
| | | | someone else. | | | | |
| Reception | n – They | | | | | | |
| will know | and be | | | | | | |
| able to na | me things | | | | | | |
| they like/o | dislike in a | | | | | | |
| particular | | | | | | | |
| environmo | ent | | | | | | |
| They will l | know and | | | | | | |
| be able to | say what | | | | | | |
| changes w | vhen the | | | | | | |
| seasons cl | hange | | | | | | |
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| Being Me in My World Cycle A | Where do you live? | My locality and my world. | Our Glorious Garden! | | |
|------------------------------------|-----------------------|---------------------------|--|--|--|
| | • | | | | |
| | | | to locate the Mediterranean and say why it is popular for a holiday. | | |

| | | They will know and be able to name and locate some of the world's most famous volcanoes. | | |
|--|--|--|--|--|
| Being Me in My World Cycle A My colourful world Cycle B Paddington Venezuela | | Our Glorious Garden! I can describe how volcanoes impact on people's lives. | | |
| Reception -I can identify and pick job roles when role playing I can talk about the similarities and differences between life in this country and other countries | | | | |

| Being Me in My | My locality and my | Raiders and | Final Frontier | |
|----------------------|----------------------|-----------------------|-------------------|--|
| World | world. | Invaders | That Frontier | |
| Cycle A | | | They will know | |
| eyele / t | They will know and | They will know and | | |
| My colourful world | be able to name the | be able name and | locate the USA on | |
| Cycle B | continents of the | locate up to 6 cities | a world map and | |
| Paddington | world and locate | in the UK on a | atlas. | |
| Venezuela | them in an atlas. | map. | | |
| | They will know and | | | |
| Reception- They | be able to name the | | | |
| will know and be | world's oceans and | | | |
| able to say that the | locate them in an | | | |
| world is made up | atlas. | | | |
| of different | They will know and | | | |
| countries. | be able to name | | | |
| | major cities of | | | |
| | England, Ireland, | | | |
| | Scotland, and Wales. | | | |
| | They will know and | | | |
| | be able to find | | | |
| | where they live on a | | | |
| | map of the UK. | | | |
| | They will know and | | | |
| | be able to locate | | | |
| | some of the world's | | | |
| | most famous rivers | | | |
| | and mountain | | | |
| | ranges. | | | |
| | They will know and | | | |
| | be able to identify | | | |
| | N,E,S, and W on | | | |
| | maps and a compass. | | | |
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| Spring | EYFS | Key Stage 1 | | Key Stage 2 | | | | |
|--------|--------------------------|------------------|------------------|------------------|------------------|------------------|------------------|--|
| I | Nursery/Year R Spring | Year 1 Spring | Year 2 Spring | Year 3 Spring | Year 4 Spring | Year 5 Spring | Year 6 Spring | |
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| Help Me | Look what | People that changed | Rock, Papyrus, | Let's Get Wet! | Tales from | Be your own label |
|------------------------|------------------|-----------------------|----------------|----------------------|---------------------|-------------------|
| Spring Cycle A | fantastic humans | the World! | Sickles! | | Ancient China | · |
| | can do | | | They will know and | | |
| Paddington | | They will know and | | be able to carry | They will know | |
| Madagascar | | be able to make | | out a survey to | and be able to find | |
| | | plausible predictions | | discover features | possible answers | |
| Nursery – They will | | about what the | | of cities and | to their own | |
| know and be able | | weather will be like | | villages. | geographical | |
| to say what they | | in different parts of | | They will know and | questions. | |
| like about a | | the world. | | be able to label the | They will know | |
| particular | | They will know and | | same features of a | how to make | |
| environment | | be able to make | | location using an | detailed sketches | |
| Reception – They | | inferences by looking | | aerial photograph | and plans, | |
| will know and be | | at a weather chart | | as that on a map. | improving | |
| able to name things | | They will know and | | They will know and | accuracy later | |
| they like/dislike in a | | be able to label a | | be able to | | |
| particular | | diagram using some | | accurately | | |
| environment | | geographical words | | measure and | | |
| They will know and | | (hill, mountain, | | collate information | | |
| be able to say what | | river) | | (rainfall, | | |
| changes when the | | They will know and | | temperature, wind | | |
| seasons change | | be able to describe | | speed) | | |
| | | the key features of a | | They will know and | | |
| Healthy Me | | place using words | | be able to collate | | |
| Spring Cycle B | | like beach, coast and | | and compare | | |
| | | hill | | measurements | | |
| Paddington Jordan | | They will know and | | between two | | |
| | | be able to contrast a | | different locations | | |
| Nursery – They will | | place outside Europe | | in the UK. | | |
| know and be able | | using different | | | | |
| to say what they | | sources (photograph, | | | | |
| like about a | | video or plan) | | | | |
| particular | | | | | | |
| environment | | | | | | |
| | | | | | | |
| Reception – They | | | | | | |
| will know and be | | | | | | |
| able to name things | | | | | | |
| they like/dislike in a | | | | | | |

| particular environment They will know be able to say changes when seasons chang | what the | | | |
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| Не | elp Me | Look what | Habitats and the | Let's Get Wet! | |
|-----|--------------------|-----------------------|-----------------------|---------------------|--|
| Sp | ring Cycle A | fantastic humans | environment. | | |
| | | can do | | They will know and | |
| | ddington | | They will know and | be able to describe | |
| Ma | adagascar | They will know and | | the main features | |
| | | be able to tell their | place outside of | of a well-known | |
| | ception- They | friends and | Europe using | city. | |
| | ll know and be | teachers their | geographical words | They will know and | |
| | le to name some | address. | (near equator) | be able to describe | |
| | vironments that | They will know and | | the main features | |
| | e different from | be able to explain | be able to describe | of a village. | |
| | nere I live. | the features of a | the key features of a | They will know and | |
| | ey will know and | place that is hot | place using words | be able to describe | |
| | able to draw | and cold and | like beach, coast, | the main | |
| ph | ysical features on | compare it with | and hill. | differences | |
| a n | nap. | somewhere else in | | between cities and | |
| | | the | | villages. | |
| He | ealthy Me | commonwealth(| | They will know and | |
| Sp | ring Cycle B | Jamaica). | | be able to explain | |
| | | They will know and | | how a locality has | |
| Pa | ddington Jordan | be able to describe | | changed over time, | |
| | | a locality using | | referencing the | |
| | ception - They | words and pictures | | change in physical | |
| | ll know and be | (desert-hot, sand) | | features. | |
| | le to name some | | | | |
| | vironments that | | | | |
| | e different from | | | | |
| | nere I live. | | | | |
| | ey will know how | | | | |
| | draw physical | | | | |
| tea | atures on a map. | | | | |
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| Help Me | Habitats and the | Rock, Papyrus, | Let's Get Wet! | Be your own label |
|-------------------------------------|--------------------|---------------------|----------------------|--------------------|
| Spring Cycle A | environment. | Sickles! | | |
| | | | They will know and | They will know and |
| Paddington | They will know and | They will know and | be able to explain | be able to explain |
| Madagascar | be able to say how | be able to describe | why people are | how human activity |
| | and if people ever | how volcanoes | attracted to live in | has caused an |
| Nursery -They will | spoil an area. | impact on people's | cities. | environment to |
| know and be able | They will know and | lives. | They will know and | change. |
| to identify and pick | be able to say how | | be able to explain | |
| job roles when role | and if people ever | | why some people | |
| playing | try to improve an | | choose to live in | |
| | area. | | villages rather than | |
| Reception -They | | | cities. | |
| will know and be | | | They will know and | |
| able to talk about | | | be able to explain | |
| the similarities and | | | how a locality has | |
| differences | | | changed over time | |
| between life in this | | | referencing the | |
| country and other | | | change | |
| countries | | | in human features. | |
| | | | I can find differing | |
| Healthy Me | | | views relating | |
| Spring Cycle B | | | to environmental | |
| | | | issues and give | |
| Paddington Jordan | | | their own view. | |
| | | | They will know and | |
| Nursery – They will | | | be able to suggest | |
| know and be able | | | different ways that | |
| to identify and pick | | | a locality can be | |
| job roles when role | | | changed and | |
| playing. | | | improved. | |
| Reception – They | | | They will know and | |
| will know and be | | | be able to explain | |
| able to talk about | | | the different ways | |
| the similarities and | | | that people are | |
| differences between life in this | | | trying to manage | |
| | | | their own | |
| country and other | | | environment. | |
| countries. | | | | |

| Help Me | Look what | | Let's Get Wet! | Tales from | |
|----------------------|----------------------------|--|--------------------|--------------------|--|
| Spring Cycle A | fantastic humans | | | Ancient China | |
| | can do | | They will know and | | |
| Paddington | | | be able to name | They will know | |
| Madagascar | They will know and | | and locate some of | and begin to be | |
| | be able to identify | | the main islands | able to recognize | |
| Reception- They | the 4 countries | | surrounding the | the climate of any | |
| will know and be | that make up the | | UK. | given country | |
| able to say that the | UKpart of the | | | according to its | |
| world is made up of | Queen's | | | location on the | |
| different countries. | commonwealth. | | | map. | |
| | They will know and | | | | |
| Healthy Me | be able to name | | | | |
| Spring Cycle B | some of the main | | | | |
| | towns and cities in the UK | | | | |
| Paddington Jordan | the UK | | | | |
| Nursery – They will | | | | | |
| know and be able | | | | | |
| to say that the | | | | | |
| world is made up of | | | | | |
| land and water. | | | | | |
| | | | | | |
| Reception- They | | | | | |
| will know and be | | | | | |
| able to say that the | | | | | |
| world is made up of | | | | | |
| different countries. | | | | | |
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| Summer | EYFS | Key Stage | Key Stage 2 | | | | |
|--------|----------------|-----------|-------------|--------|--------|--------|--------|
| · | Nursery/Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Summer | Summer | Summer | Summer | Summer | Summer | Summer |

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|---------------------|------------------------|----------------|-------------------|-----------------|--------------------|--------------------|
| All Creatures Great | | Homefront (why | Defence | Wars Weddings | From the Amazon | What came first |
| and Small | and where to find them | are there no | against disease | and beheadings! | to Annesley | the chicken or the |
| Cycle A | | sweets or | These ill because | | | egg? |
| | | streetlamps? | They will know | | They will know and | |
| Paddington | | | and be able to | | be able to locate | They will know |
| Bangladesh | | | name several | | and name many of | and be able to |
| | | | countries in the | | the world's rivers | explain scale and |
| Nursery – They will | | | Northern | | on maps | use maps with a |
| know and be able | | | Hemisphere. | | They will know and | • |
| to say what I like | | | | | be able to locate | They will know |
| about a particular | | | | | and name many of | and be able to |
| environment. | | | | | the world's famous | |
| Reception – They | | | | | mountain regions | method to collect |
| will know how to | | | | | on a map. | and collate |
| name things they | | | | | They will know and | |
| like/dislike in a | | | | | begin to recognise | needed and decide |
| particular | | | | | the climate of any | the best unit of |
| environment. | | | | | given country | measure to |
| They will know and | | | | | according to its | represent it. |
| be able to say what | | | | | location on the | They will know |
| changes when the | | | | | map. | and be able to |
| seasons change. | | | | | | make careful and |
| | | | | | | accurate |
| Treasure Island | | | | | | measurements |
| Cycle B | | | | | | and use the data |
| | | | | | | appropriately. |
| Paddington Ivory | | | | | | They will know |
| Coast | | | | | | and be able to use |
| | | | | | | OS maps to |
| Nursery – They will | | | | | | answer |
| know and be able | | | | | | questions. |
| to say what I like | | | | | | They will know |
| about a particular | | | | | | and be able to use |
| environment. | | | | | | maps, aerial |
| | | | | | | photos, plans and |

| Reception – They will know and be able to name things they like/dislike in a particular environment. They will know and be able to say what changes when the seasons change. | | | | web resources to describe what a locality might be like. Thye will know and be able to create geographical questions to guide their research. They will know and be able to select and use a range of resources to answer questions. |
|--|--------------------|--|-------------------------------------|---|
| All Creatures Great | Homefront (why | | From the Amazon | What came first |
| and Small | are there no | | to Annesley | the chicken or the |
| Cycle A | sweets or | | | egg? |
| | streetlamps? | | They will know and | |
| Paddington | | | be able to explain | They will know |
| Bangladesh | They will know | | why many cities of | and be able to give |
| | how to describe | | the world are | extended |
| | some features | | situated by rivers. | descriptions of the |
| Treasure Island | associated with an | | They will know and | physical features |
| Cycle B | island. | | be able to explain | of different places |
| | They will know | | how a location fits | around the |
| Paddington Ivory | how to find the | | into its wider | world. |
| Coast | longest and | | geographical | They will know |
| | shortest route | | location, | and be able to describe how |
| Reception – They | using a map. | | (mountain streams and water cycle). | some places are |
| will know and be able to name some | | | They will know and | similar and others |
| environments that | | | be able to explain | are different in |
| are different from | | | how the water | relation to their |
| where they live. | | | cycle works. | physical features. |
| They will know | | | They will know and | They will know |
| how to draw | | | be able to explain | and accurately be |

| physical featur on a map. | es | | why water is such a valuable commodity. They will know and be able to explain what a location (open to physical changes) might be like in the future taking into account physical features. (Coastal erosion). | able to use a 4- figure grid reference. They will know how to create sketch maps following the carrying out of a field study. They will know and be able to understand the term sustainable development and use it in different contexts. |
|-------------------------------|-------------------------------|--|---|--|
| All Creatures C | reat Paws, claws and whiskers | | From the Amazon | What came first |
| and Small | and where to find them | | to Annesley | the chicken or the |
| Cycle A | | | | egg? |
| | They will know and be | | They will know and | |
| Paddington | able to explain why they | | be able to explain | They will know |
| Bangladesh | wear different clothes at | | why people are | and be able to give |
| | different times of the | | attracted to live by | an extended |
| Nursery – They | | | rivers. | description of the |
| know and be a to identify and | | | They will know and be able to explain | human features of different places |
| job roles when | | | how a location fits | around the |
| playing. | hot and cold places and | | into its wider | world. |
| Reception – Th | | | geographical | They will know |
| will know and | | | location. | and be able to |
| able to talk ab | out | | They will know and | map land use with |
| the similarities | and | | be able to | their own criteria. |
| differences | | | reference human | They will know |
| between life in | | | and economical | and be able to |
| country and ot | her | | features. (town | describe how |
| countries. | | | near cities) | some places are |
| | | | They will know and | |
| Treasure Islan | | | be able to explain | are different in |

| Cycle B | | | what a locality | relation to physical |
|----------------------------------|--|--|--------------------|----------------------|
| | | | might look like in | features. |
| Paddington Ivory | | | the future, taking | |
| Coast | | | account of issues | |
| | | | impacting on | |
| Nursery – They will | | | human features. | |
| know and be able | | | They will know and | |
| to identify and pick | | | be able to report | |
| job roles when role | | | on ways which | |
| playing. | | | humans have both | |
| D ··· T | | | improved and | |
| Reception – They | | | damaged the | |
| will know and be | | | environment. | |
| able to talk about | | | | |
| the similarities and differences | | | | |
| between life in this | | | | |
| country and other | | | | |
| countries. | | | | |
| countries. | | | | |
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| All Creatures Great | Paws, claws and whiskers | Wars Weddings | What came first |
|----------------------|-----------------------------|-------------------|---------------------|
| and Small | and where to find them | and beheadings! | the chicken or the |
| Cycle A | | | egg? |
| | They will know and be | They will know | |
| Paddington | able to point out the | and be able to | They will know |
| Bangladesh | equator, North Pole and | name the counties | and be able to |
| | South Pole on a globe and | that make up the | recognise key |
| Nursery – They will | atlas. | home counties in | symbols used on |
| know and be able | They will know by looking | the UK | OS maps. |
| to say that the | at another place in the | They will know | They will know |
| world is made up | world, how their culture is | and be able to | and be able to |
| of land and water. | affected by their | name some of the | name the largest |
| | geography and climate eg | main towns and | desert in the |
| Reception – They | Jamaica/ Australia | cities in both | world. |
| will know and be | | Yorkshire and | They will know |
| able to say that the | | Lancashire. | and be able to |
| world is made up | | | identify and name |
| of different | | | the Tropics of |
| countries | | | Cancer and |
| | | | Capricorn as well |
| Treasure Island | | | as the Arctic and |
| Cycle B | | | Antarctic circles |
| | | | They will know |
| Paddington Ivory | | | and be able to |
| Coast | | | explain how time |
| | | | zones work. |
| Nursery – They | | | They will know |
| will know and be | | | and be able to |
| able to say that the | | | name and locate |
| world is made up | | | the main canals |
| of land and water. | | | that link different |
| | | | continents. |
| Reception – They | | | They will know |
| will know and be | | | and be able to |
| able to say that the | | | name the main |
| world is made up | | | lines of latitude |
| of different | | | and the meridian |
| countries. | | | of longitude. |
| | | | |

| Impact (End Points) | | | | | | | | |
|--|---|--|---|---|---|---|--|--|
| EYFS Key Stage 1 | | | Key Stage 2 | | | | | |
| Nursery/Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | |
| Investigate about a local area and give reasons for liking or disliking and area. | Investigate about a local area and give reasons for liking or disliking an area. Investigate different weather systems by looking at and creating their own weather chart. Make plausible predictions relating to the weather. | Investigate about a local area and give reasons for liking or disliking that area. Investigate different weather systems and climates by looking at and creating their own weather chart. Make plausible predictions relating to the weather and give reasons. Can investigate their own locality and talk about likes and dislikes and start to compare it to other locations around the world. | To use maps confidently, being aware of scale, direction (compass skills) and recognise and talk about a varying degree of OS symbols found commonly on a map. Use geographical enquiry skills to interrogate various sources to answer and investigate a place within the UK and across the world, contrasting and saying what is the same about these places. Children can use varying resources to talk about how an area can be improved and/or made worse. | To use maps confidently, being aware of scale, direction (compass skills) and recognise and talk about a varying degree of OS symbols found commonly on a map. Use geographical enquiry skills to interrogate various sources to answer and investigate a place within the UK and across the world, contrasting and saying what is the same about these places. Students can use varying resources to talk about how an area can be improved and/or made worse. | To use maps confidently, being aware of scale, direction (compass skills) and recognise and talk about a varying degree of OS symbols found commonly on a map. Use geographical enquiry skills to interrogate various sources to answer and investigate a place within the UK and across the world, contrasting and saying what is the same about these places. Students can use varying resources to talk about how an area can be improved and/or made worse. | To use maps confidently, being aware of scale, direction (compass skills) and recognise and talk about a varying degree of OS symbols found commonly on a map. Use geographical enquiry skills to interrogate various sources to answer and investigate a place within the UK and across the world, contrasting and saying what is the same about these places. Students can use varying resources to talk about how an area can be improved and/or made worse. | | |