



Annesley Primary & Nursery School Progression Map



Subject: Geography

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.

Pillars of our Geography Curriculum			
<p>Geographical Enquiry</p> <p>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.</p>	<p>Physical Geography</p> <p>Children will learn about the natural world we live in and how it has changed, they will learn the importance of rivers and mountains in relation to how people live as well as learning how to use a map to identify key features and to learn navigation. This knowledge will lead onto the children developing skills to write and create reports and presentations to explain their own thoughts and ideas.</p>	<p>Human Geography</p> <p>Children will learn about the reasons 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.</p>	<p>Geographical Knowledge</p> <p>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 will 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.</p>

Autumn	EYFS	Key Stage 1		Key Stage 2		
	Nursery/Year R Autumn	Year 1 Autumn	Year 2 Autumn	Year 3 Autumn	Year 4 Autumn	Year 5 Autumn

	<p>Being Me in My World Cycle A</p> <p>Nursery-They will know and be able to say what they like about a particular area.</p> <p>My colourful world Cycle B Paddington Venezuela</p> <p>Nursery – They will know and be able to say what they like about a particular environment</p> <p>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</p>	<p>Goodies and Baddies...How do you defend a castle/what would we find on a bear hunt?</p> <p>Where do you live?</p> <p>They will know and be able to say what they like about a locality. (woods, park, river)</p>	<p>Town Mouse! Country Mouse!</p> <p>My locality and my world.</p> <p>They will know and be able to say what they like and don't like about their locality and another locality.</p> <p>They will know and can find out about their locality using different sources of evidence. (books etc) They will know and can find out about a locality by asking relevant questions to someone else.</p>	<p>Our Glorious Garden!</p> <p>They will know and can explain how people's lives vary due to their weather They will know and can describe how volcanoes impact on people's lives.</p>	<p>Raiders and Invaders</p>	<p>Final Frontier</p> <p>They will know and be able to collect and collate information about a place and use this in a report They will know and be able to locate the USA on a world map and atlas.</p>	<p>War Child!</p>
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	<p>Being Me in My World Cycle A</p> <p>Reception -They will know how to draw physical features on a map.</p> <p>My colourful world Cycle B Paddington Venezuela</p> <p>Reception – They will know how to name some environments that are different from where they live. They will know how to draw physical features on a map.</p>	<p>Where do you live?</p> <p>They will know how to name key features associated with a town or village (church, farm, shop)</p> <p>They will know how to name more detailed features of a town or village (factory, detached house, semi-detached house).</p>	<p>My locality and my world.</p> <p>They will know how to describe some physical features in their own locality.</p>	<p>Our Glorious Garden!</p> <p>They will know how to use maps and atlases by learning to use the contents and indexes.</p> <p>They will know how to describe how volcanoes are created.</p> <p>They will know how to describe how earthquakes are created.</p> <p>They will know how to recognise the 8 points of a compass. (N, NE, E, SE, S, SW, W, NW)</p> <p>They will know and be aware that different parts of the world has different weather.</p> <p>They will know and be able to describe physical features in any given locality. (river, mountain, lake).</p> <p>They will know how to locate the Mediterranean and say why it is popular for a holiday.</p>			
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				They will know and be able to name and locate some of the world's most famous volcanoes.			
	<p>Being Me in My World Cycle A</p> <p>My colourful world Cycle B</p> <p>Paddington Venezuela</p> <p>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</p>			<p>Our Glorious Garden!</p> <p>I can describe how volcanoes impact on people's lives.</p>			

	<p>Being Me in My World Cycle A</p> <p>My colourful world Cycle B Paddington Venezuela</p> <p>Reception- They will know and be able to say that the world is made up of different countries.</p>		<p>My locality and my world.</p> <p>They will know and be able to name the continents of the world and locate them in an atlas.</p> <p>They will know and be able to name the world's oceans and locate them in an atlas.</p> <p>They will know and be able to name major cities of England, Ireland, Scotland, and Wales.</p> <p>They will know and be able to find where they live on a map of the UK.</p> <p>They will know and be able to locate some of the world's most famous rivers and mountain ranges.</p> <p>They will know and be able to identify N,E,S, and W on maps and a compass.</p>		<p>Raiders and Invaders</p> <p>They will know and be able name and locate up to 6 cities in the UK on a map.</p>	<p>Final Frontier</p> <p>They will know and be able to locate the USA on a world map and atlas.</p>	
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Spring	EYFS	Key Stage 1		Key Stage 2			
	Nursery/Year R Spring	Year 1 Spring	Year 2 Spring	Year 3 Spring	Year 4 Spring	Year 5 Spring	Year 6 Spring

	<p>Help Me Spring Cycle A</p> <p>Paddington Madagascar</p> <p>Nursery – They will know and be able to say what they like about a particular environment 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</p> <p>Healthy Me Spring Cycle B</p> <p>Paddington Jordan</p> <p>Nursery – They will know and be able to say what they like about a particular environment Reception – They will know and be able to name things they like/dislike in a</p>	<p>Look what fantastic humans can do...</p>	<p>People that changed the World!</p> <p>They will know and be able to make plausible predictions about what the weather will be like in different parts of the world. They will know and be able to make inferences by looking at a weather chart They will know and be able to label a diagram using some geographical words (hill, mountain, river) They will know and be able to describe the key features of a place using words like beach, coast and hill They will know and be able to contrast a place outside Europe using different sources (photograph, video or plan)</p>	<p>Rock, Papyrus, Sickles!</p>	<p>Let's Get Wet!</p> <p>They will know and be able to carry out a survey to discover features of cities and villages. They will know and be able to label the same features of a location using an aerial photograph as that on a map. They will know and be able to accurately measure and collate information (rainfall, temperature, wind speed) They will know and be able to collate and compare measurements between two different locations in the UK.</p>	<p>Tales from Ancient China</p> <p>They will know and be able to find possible answers to their own geographical questions. They will know how to make detailed sketches and plans, improving accuracy later</p>	<p>Be your own label</p>
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	particular environment They will know and be able to say what changes when the seasons change.						
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	<p>Help Me Spring Cycle A</p> <p>Paddington Madagascar</p> <p>Reception- They will know and be able to name some environments that are different from where I live. They will know and be able to draw physical features on a map.</p> <p>Healthy Me Spring Cycle B</p> <p>Paddington Jordan</p> <p>Reception - They will know and be able to name some environments that are different from where I live. They will know how to draw physical features on a map.</p>	<p>Look what fantastic humans can do...</p> <p>They will know and be able to tell their friends and teachers their address.</p> <p>They will know and be able to explain the features of a place that is hot and cold and compare it with somewhere else in the commonwealth(Jamaica).</p> <p>They will know and be able to describe a locality using words and pictures (desert-hot, sand)</p>	<p>Habitats and the environment.</p> <p>They will know and be able to describe a place outside of Europe using geographical words (near equator)</p> <p>They will know and be able to describe the key features of a place using words like beach, coast, and hill.</p>		<p>Let's Get Wet!</p> <p>They will know and be able to describe the main features of a well-known city.</p> <p>They will know and be able to describe the main features of a village.</p> <p>They will know and be able to describe the main differences between cities and villages.</p> <p>They will know and be able to explain how a locality has changed over time, referencing the change in physical features.</p>		
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	<p>Help Me Spring Cycle A</p> <p>Paddington Madagascar</p> <p>Nursery -They will know and be able to identify and pick job roles when role playing</p> <p>Reception -They will know and be able to talk about the similarities and differences between life in this country and other countries</p> <p>Healthy Me Spring Cycle B</p> <p>Paddington Jordan</p> <p>Nursery – They will know and be able to identify and pick job roles when role playing.</p> <p>Reception – They will know and be able to talk about the similarities and differences between life in this country and other countries.</p>		<p>Habitats and the environment.</p> <p>They will know and be able to say how and if people ever spoil an area.</p> <p>They will know and be able to say how and if people ever try to improve an area.</p>	<p>Rock, Papyrus, Sickles!</p> <p>They will know and be able to describe how volcanoes impact on people’s lives.</p>	<p>Let’s Get Wet!</p> <p>They will know and be able to explain why people are attracted to live in cities.</p> <p>They will know and be able to explain why some people choose to live in villages rather than cities.</p> <p>They will know and be able to explain how a locality has changed over time referencing the change in human features.</p> <p>I can find differing views relating to environmental issues and give their own view.</p> <p>They will know and be able to suggest different ways that a locality can be changed and improved.</p> <p>They will know and be able to explain the different ways that people are trying to manage their own environment.</p>		<p>Be your own label</p> <p>They will know and be able to explain how human activity has caused an environment to change.</p>
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	<p>Help Me Spring Cycle A</p> <p>Paddington Madagascar</p> <p>Reception- They will know and be able to say that the world is made up of different countries.</p> <p>Healthy Me Spring Cycle B</p> <p>Paddington Jordan</p> <p>Nursery – They will know and be able to say that the world is made up of land and water.</p> <p>Reception- They will know and be able to say that the world is made up of different countries.</p>	<p>Look what fantastic humans can do...</p> <p>They will know and be able to identify the 4 countries that make up the UK...part of the Queen's commonwealth. They will know and be able to name some of the main towns and cities in the UK</p>			<p>Let's Get Wet!</p> <p>They will know and be able to name and locate some of the main islands surrounding the UK.</p>	<p>Tales from Ancient China</p> <p>They will know and begin to be able to recognize the climate of any given country according to its location on the map.</p>	
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Summer	EYFS	Key Stage 1		Key Stage 2			
	Nursery/Year R Summer	Year 1 Summer	Year 2 Summer	Year 3 Summer	Year 4 Summer	Year 5 Summer	Year 6 Summer
	<p>All Creatures Great and Small Cycle A</p> <p>Paddington Bangladesh</p> <p>Nursery – They will know and be able to say what I like about a particular environment.</p> <p>Reception – They will know how to name things they like/dislike in a particular environment.</p> <p>They will know and be able to say what changes when the seasons change.</p> <p>Treasure Island Cycle B</p> <p>Paddington Ivory Coast</p> <p>Nursery – They will know and be able to say what I like about a particular environment.</p>	<p>Paws, claws and whiskers and where to find them</p>	<p>Homefront (why are there no sweets or streetlamps?)</p>	<p>Defence against disease</p> <p>They will know and be able to name several countries in the Northern Hemisphere.</p>	<p>Wars Weddings and beheadings!</p>	<p>From the Amazon to Annesley</p> <p>They will know and be able to locate and name many of the world's rivers on maps</p> <p>They will know and be able to locate and name many of the world's famous mountain regions on a map.</p> <p>They will know and begin to recognise the climate of any given country according to its location on the map.</p>	<p>What came first the chicken or the egg?</p> <p>They will know and be able to explain scale and use maps with a range of scales.</p> <p>They will know and be able to choose the best method to collect and collate information that is needed and decide the best unit of measure to represent it.</p> <p>They will know and be able to make careful and accurate measurements and use the data appropriately.</p> <p>They will know and be able to use OS maps to answer questions.</p> <p>They will know and be able to use maps, aerial photos, plans and</p>

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

	physical features on a map.					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.
	<p>All Creatures Great and Small Cycle A</p> <p>Paddington Bangladesh</p> <p>Nursery – They will know and be able to identify and pick job roles when role playing.</p> <p>Reception – They will know and be able to talk about the similarities and differences between life in this country and other countries.</p> <p>Treasure Island</p>	<p>Paws, claws and whiskers and where to find them</p> <p>They will know and be able to explain why they wear different clothes at different times of the year.</p> <p>They will know and be able to tell you something about people who live in hot and cold places and what they wear.</p>				<p>From the Amazon to Annesley</p> <p>They will know and be able to explain why people are attracted to live by rivers.</p> <p>They will know and be able to explain how a location fits into its wider geographical location.</p> <p>They will know and be able to reference human and economical features. (town near cities)</p> <p>They will know and be able to explain</p>	<p>What came first the chicken or the egg?</p> <p>They will know and be able to give an extended description of the human features of different places around the world.</p> <p>They will know and be able to map land use with their own criteria.</p> <p>They will know and be able to describe how some places are similar and others are different in</p>

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

