

St John's Catholic School Geography Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Geography	<p>Ask and answer geographical questions (such as what is this place like? What or who will I see in this place?)</p> <p>Name and locate the world's continents.</p> <p>Use globes and atlases to identify the United Kingdom and its countries.</p>	<p>Use simple fieldwork and observational skills to study the geography of the school.</p> <p>Name and locate the world's continents and oceans.</p> <p>Use globes and atlases to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p>	<p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p>	<p>Name and locate countries and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, including hills, mountains, cities, rivers.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p>	<p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics including hills, mountains, rivers, key topographical features and how some of these aspects have changed over time (due to natural disasters).</p> <p>Understand the effect of natural disasters such as volcanos erupting, tsunamis, hurricanes, floods etc.</p>	<p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics including hills, mountains, rivers, key topographical features and understand how some of these aspects have changed over time (due to pollution and global warming).</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p>
Human Geography	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify land use around the school</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p>Identify land use around the school</p>	<p>Describe geographical similarities and differences between countries</p>	<p>Describe geographical similarities and differences between countries</p>	<p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night).</p> <p>Describe how locations around the world are changing and explain some of the reasons for that change.</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p>	<p>Describe how locations around the world are changing and explain some of the reasons for that change (global warming and climate change) .</p> <p>Describe geographical diversity across the world.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location.</p>

Mapping: Fieldwork	<p>To use compass directions (North, South) to describe the position of objects.</p> <p>To begin to represent 3D space in a 2D diagram.</p>	<p>To use compass directions (North, South, East and West) and locational language to describe the location of features on a map.</p>	<p>To use eight-compass points to describe the location of capital cities within the British Isles and develop knowledge of England, Scotland, Wales and Ireland.</p>	<p>To begin to read four-grid references and identify map symbols on an Ordnance Survey.</p>	<p>To read four-grid references and understand how physical features (such as hills and valleys) are represented on Ordnance Survey maps through the use of contour lines.</p>	<p>To find locations using six-figure grid references on a local map.</p>
Mapping using Atlases & Globes	<p>To locate the seven continents.</p> <p>To differentiate between land and sea using a globe.</p>	<p>To identify the seven continents and the major oceans.</p> <p>To find the equator, northern & southern hemisphere and the North/South Pole on a globe.</p>	<p>To use a simple coordinate grid to describe the location of objects and places on a map using the eight-points of a compass.</p> <p>To introduce scale (i.e. fifty paces = 5cm on a map)</p>	<p>To use an atlas and online resources to find geographical information.</p> <p>To identify the tropics of Cancer and Capricorn and understand their significance.</p>	<p>To identify ways in which maps represent and simplify the real world by comparing aerial photographs and maps.</p> <p>To read map and globes using longitude and latitude, coordinates and degrees.</p> <p>To identify the Eastern and Western Hemispheres.</p> <p>To measure distances using map scales.</p>	<p>To read map and globes using longitude and latitude, coordinates and degrees.</p> <p>To read from a flat map (such as Peters Projection Map) and identify time zones.</p> <p>To identify Arctic and Antarctic Circle.</p> <p>To identify time zones (such as Prime Meridian, Greenwich & 180 degree line)</p>
Using other maps (including digital mapping, aerial photographs, A-Z and tube maps).	<p>To use pictorial representations to draw maps of the school and local area.</p>	<p>To know my local area and identify bus and walking routes from my house to school and to other local landmarks.</p> <p>To use pictorial maps with simple keys.</p>	<p>To use London bus and tube maps when going on a journey.</p> <p>To recognise symbols on a bus and tube map.</p> <p>To use aerial maps and photographs of locality.</p> <p>To use google earth to look at local area from different views.</p>	<p>To understand how to use a bus and tube map to plan a local journey.</p> <p>To know my local area (including borough) and be able to identify routes on an A-Z map.</p> <p>To use google earth to explore UK using guided tours.</p>	<p>To use a tube map to plan a journey to and from Central London (from school) and identify alternative routes.</p> <p>To be able to give directions using an A-Z map (local area).</p> <p>To use google earth to explore the wider world using Voyager.</p>	<p>To use a variety of maps (including digital mapping) to plan routes, give directions and explore the wider world.</p>