

# Carr Mill Primary School NC Geography Progression

	Nursery	Reception	Cycle A	Cycle B	NC Key Stage Expectations
Locational knowledge	<p>As a geographer: Describe my immediate environment using knowledge from observation, discussion and stories</p> <p>Talk about how there are different countries in the world and talk about the differences I have experienced or seen in photos</p>	<p>As a geographer: Describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Recognise some similarities and differences between different places and communities in this country, drawing on my experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps</p>	<p>As a geographer: Name and locate the 7 continents on a World Map Name and locate the 5 oceans Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas? Name and locate <b>Africa, Tanzania</b> on a map and its key places - <b>Antarctica or Arctic- hot and cold places</b></p>	<p>As a geographer: Name and locate the four countries making up the British Isles, with their capital cities Name the surrounding seas of the United Kingdom Talk about the main features of each of the four countries that make up the United Kingdom Name, locate and identify characteristics of the capital city London Name, locate and identify characteristics of the local area and town</p>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>
Place knowledge	<p>Know that Carr Mill has a shops roads and fields. Be able to point these out on maps and in stories</p>	<p>Know that Carr Mill has a shops roads and fields. Be able to point these out on maps and in stories</p>	<p>As a geographer: Compare a local City/town in England with a contrasting city in a different country? Arise in Tanzania Constructs Similarities and differences in land use/ places/ life between school/ UK and Tanzania/ Arise Compare and contrast polar regions Talk about people and places beyond my local environment Talk about what a place is like based on where it is in the world</p>	<p>Recognise similarities and differences between Carr Mill and other places in the UK and beyond Recognise the similarities and difference between Liverpool/ St Helens/ Carr Mill Talk about people and places within my local environment Identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area</p>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>

Human and Physical Geography

As a geographer:  
 Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?  
 Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles?  
 Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences

**Physical geography**

Identify land use around the school and compare to land use in Tanzania  
 beach, coast, forest, hill, mountain, sea, river, weather,

**Human geography**

City, town, village, house, and shop.

**Weather, climate and physical events**

Identify hot and cold areas of the world in relation to the Equator and the North and south poles  
 Polar regions Antarctica and deserts.  
 Links with deserts and Africa/ Tanzania and the equator.  
 Compare weather here and in other places

As a geographer:  
 Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality? E.g. Comparing and Contrasting a farm with the seaside.

**Physical geography**

Identify land use around the school/ the coast and compare city land use to life in a village  
 beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather,

**Human geography**

City, town, village, factory, farm, house, office, port, harbour and shop.  
 Explore famous landmarks in London and the UK

**Weather, climate and physical events**

Identify seasonal and daily weather patterns in the United Kingdom

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

	<p>Follow directions linked to movements- up / stand up/ sit down/ forwards/ backwards.</p>	<p><b>Directions</b></p> <p>directional language to describe the location of features and routes on a map- Near, far, left and right Use simple compass directions (North, South, East, West) Comparing features in Carr Mill on a map to features on a map of Arise and using directions to locate them.</p>	<p><b>Directions</b></p> <p>directional language to describe the location of features and routes on a map- Near, far, left and right Use simple compass directions (North, South, East, West) Directions from school to the dam Locating where things are on a map</p>	<ul style="list-style-type: none"> <li>Use simple compass directions (N/S/E W) and locational and directional language (EG: Near/far/left/right) to describe the location of features on a map.</li> </ul>
	<p>Describe their immediate environment Draw what they can see in front of them using colour to identify features</p>	<p><b>Field work</b></p> <p>Gathering information- comment on what they can see in their local area and compare to photographs annotated of a different area- Arise in Tanzania.</p>	<p><b>Field work</b></p> <p>Use simple fieldwork to observe, measure and record the human and physical features from the school grounds and the surrounding area? Look at reasons for sunny and shaded places around school. Draw a simple plan/ map and add on features they saw from their observations.</p>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
		<p><b>Map skills</b></p> <p>Use maps, atlases, globes and Google Earth to locate countries and cities Use maps, atlases, globes and Google Earth to locate countries and cities studied. Use aerial images and plan perspectives to recognise landmarks and basic physical geography. Devise a simple map and construct basic symbols in a key Use simple grid reference (A1, B1)</p>	<p><b>Map skills</b></p> <p>Follow maps around the school and local area- library Use a map to identify places in the UK Use aerial images to recognise landmarks and basic physical features Use a simple key to recognise physical and human features on a map Create a simple map of my local environment</p>	<ul style="list-style-type: none"> <li>Use world maps, globes and atlases to identify the UK and its countries, as well as the countries, continents and oceans studied at this stage.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key</li> </ul>

	<p>LKS2 Cycle A</p> <p>Local area and beyond- East Lancs</p> <p>UK- Counties, cities and characteristics</p> <p>United Kingdom and a region in European country, (Greece)</p>	<p>LKS2 Cycle B</p> <p>North and South America</p> <p>North America in depth</p> <p>Extreme Earth- volcanoes/ biomes/ earthquakes/</p>	<p>UKS2 Cycle A</p> <p>Local area Liverpool- Physical and Human Geography</p> <p>Oceans- Currents/ gyres and plastic pollution</p> <p>Journey across the world- time zones/ biomes/ tropics</p>	<p>UKS2 Cycle B</p> <p>Mountains and rivers</p> <p>South America- Amazon rainforest</p> <p>Human Geography and impact on the world</p>	<p>NC Key Stage Expectations</p>
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**As a geographer:**

Locate counties and cities in UK

Name and locate

- Equator
- Northern Hemisphere
- Southern Hemisphere
- The Tropics of Cancer and Capricorn
- Arctic and Antarctic Circles

Locate geographical regions (**temperate, tropical and subtropical zones**)

Name and locate Counties and cities of the UK

Identifying their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns.

Topographical maps of the UK

Explain how some of these aspects have changed over time

Share my own views about locations- where would you like go live? What is it like there?

How do you know? Would you live there?

**As a geographer:**

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Name and locate

- Equator
- Northern Hemisphere
- Southern Hemisphere
- The Tropics of Cancer and Capricorn
- Arctic and Antarctic Circles
- date and time zones

Locate geographical regions (**temperate, tropical and subtropical zones- Amazon Bason / Climates/ biomes**)

Name and locate some countries of Europe or the wider world- when looking at Extreme Earth.

Identify their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns

Topographical maps of North/ South America

Explain how some of these aspects have changed over time

**As a geographer**

- Locate some countries and cities in the world and environmental regions- linked to Oceans and continents.
- Name and locate countries of **North/ South America**
- Name and locate countries of Europe
- Locate the location of Russia in comparison to other countries

Identify the position and significance of:

- Longitude and latitude
- Equator
- Northern and Southern Hemisphere
- Arctic and Antarctic circle
- The prime/ Greenwich Meridian and times zones (including day and night)

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

**As a geographer**

- Locate some countries and cities in the world and environmental regions-.
- Name and locate countries of **North/ South America**
- Name and locate countries of Europe
- Locate the location of Russia in comparison to other countries

Identify the position and significance of:

- Longitude and latitude
- Equator
- Northern and Southern Hemisphere
- Tropics of Cancer and Capricorn
- Arctic and Antarctic circle
- The prime/ Greenwich Meridian and times zones (including day and night)

Can I identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time?

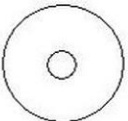
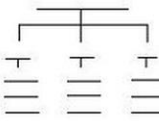
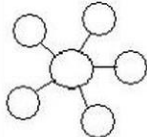
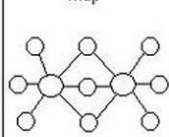
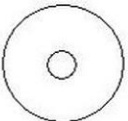
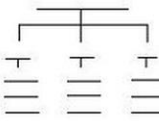
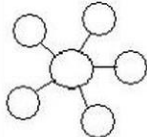
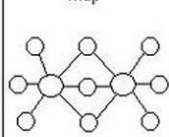
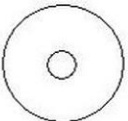
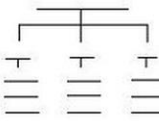
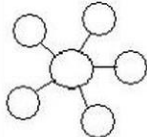
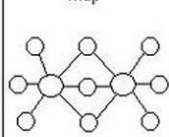
**Children should:**

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge	<p>Can I compare geographical regions - Counties/ countries in the UK/ Across the world and their identifying human and physical characteristics?</p> <p>Can I describe how my locality has changed over time?</p> <p>Can I describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?</p> <p>Can I describe geographical similarities and differences between countries?</p> <p>Can I describe geographical similarities and differences between a region in the United Kingdom and one in a European country?</p>	<p>Can I compare geographical regions (UK/ North and South America/ Europe) and their identifying human and physical characteristics?</p> <p>Can I identify the main physical and human characteristics of the countries of Europe and some regions of the world?</p> <p>Can I describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?</p> <p>Can I describe geographical similarities and differences between countries?</p>	<p>Can I understand some of the reasons for geographical similarities and differences between countries?</p> <p>Can I explain how locations around the world are changing and explain some of the reasons for change?</p> <p>Am I beginning to understand and explain geographical diversity across the world?</p>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	
Human and Physical Geography	<p><b>Physical Geography</b></p> <p>describe key aspects of physical geography</p> <ul style="list-style-type: none"> <li>biomes</li> <li>Rivers</li> <li>Mountainous areas</li> <li>volcanoes and earthquakes? Mount Vesuvius</li> <li>Landscapes</li> <li>Weather and season</li> <li>Topography</li> </ul>	<p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>climate zones</li> <li>Biomes</li> <li>Rivers</li> <li>Mountainous areas- Mount Etna</li> <li>weather and season</li> <li>landscape</li> <li>habitats and animal species</li> <li>Identify and locate Physical characteristics of South and central America</li> </ul>	<p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>climate zones</li> <li>biomes - Ocean</li> <li>vegetation belts</li> <li>Rivers</li> <li>Identify and locate Physical characteristics of Liverpool/ Places in different continents of the world</li> </ul> <p>Identify and describe how the physical features affect the human activity within a location- human impact on the ocean</p> <p>Identify how the physical features of a place can vary dependent on location.</p>	<p><b>Physical Geography</b></p> <p>describe and understand key aspects of physical geography</p> <ul style="list-style-type: none"> <li>climate zone</li> <li>biomes- rainforest -all</li> <li>vegetation belts</li> <li>Rivers</li> <li>Mountains</li> <li>water cycle</li> <li>Identify and locate Physical characteristics South America</li> </ul> <p>How the physical features affect human activity in a location? Rainforest/ climate change/ fair trade</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of</li> </ul>
Human geography	Human geography	Human geography	Human geography	Human geography	

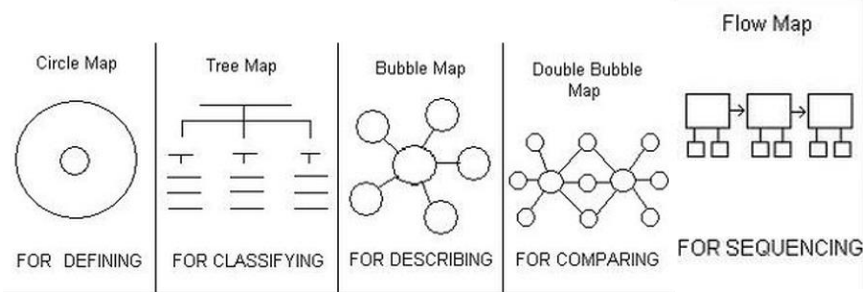
	<p>Can I describe key aspects and compare human geography in the UK and an area in a European country, (Italy)</p> <ul style="list-style-type: none"> <li>• Settlements</li> <li>• land use of UK and area in Italy</li> <li>• population</li> <li>• culture</li> <li>• economy</li> <li>• Supply of food</li> <li>• Trade links</li> </ul>	<p>Can I describe key aspects and compare human geography in the UK and an area in a European country, (Greece)</p> <ul style="list-style-type: none"> <li>• Settlements</li> <li>• land use</li> <li>• population</li> <li>• culture</li> <li>• Economy</li> <li>• Supply of food and its trade</li> </ul>	<p>Human geography</p> <ul style="list-style-type: none"> <li>• Types of settlement</li> <li>• Land use</li> <li>• Economic activity (including trade links)</li> <li>• Distribution of energy, minerals, food and water</li> <li>• Identify and locate Human characteristics of South and central America</li> </ul>	<p>Human geography</p> <ul style="list-style-type: none"> <li>• Types of settlement</li> <li>• Land use</li> <li>• Economic activity (including trade links)</li> <li>• Distribution of energy, minerals, food and water</li> <li>• Tourism</li> <li>• Energy issues and connections</li> <li>• Identify and locate human characteristics of North and South America</li> </ul>	<p>settlement and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
	<p>Weather, climate and physical events</p> <p>Investigate different types of extreme weather and how this can affect both rural and urban areas</p>	<p>Weather, climate and physical events</p> <p>Volcanoes</p>	<p>Weather, climate and physical events</p> <p>The water cycle Distribution of natural resources such as water- Rivers and the water cycle</p>	<p>Weather, climate and physical events</p> <p>Investigating Biomes across the world- linking this to physical climate and how it has created the different types of habitats</p>	
	<p>Directions</p> <p>8-point compass 2 figure grid reference</p> <p>Fieldwork</p>	<p>Directions</p> <p>8-point compass 4 figure grid references, symbols and keys to communicate knowledge of the UK and wider world</p> <p>Fieldwork</p>	<p>Directions</p> <p>8-point compass 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world?</p> <p>Fieldwork</p>	<p>Directions</p> <p>8-point compass 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world?</p> <p>Fieldwork</p>	
<p>Geographical skills and fieldwork</p>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols</li> </ul>				

<p>Find a location in your local town- sketch maps, plans, graphs or take photographs of the area and label the physical and human features.</p> <p>Example: an area of a park that contains footpaths, pond etc</p>	<p>Understands the habits of the local community by conducting questionnaires Present findings and identify trends</p> <p>Sketch maps, plans graphs and take photographs</p>	<p>Can I use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features from walking around the local town.</p> <p>Can I record the results in different ways?</p>	<p><b>Traffic Survey-</b> sustainable transport, global issue.</p> <p>Use fieldwork to observe, measure and record and present results in a range of ways</p> <p>Use different types of field work (random and systematic)</p>	<p>and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<p><b>Map skills</b></p>	<p><b>Map skills</b></p>	<p><b>Map skills</b></p>	<p><b>Map skills</b></p>	
<p>Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied?</p> <p>Create maps of locations identifying some features using a key</p> <p>Can I use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world?</p> <p>Use a <b>physical map</b> of the UK to locate main river and mountains</p>	<p>Can I use maps, atlases and <b>digital/computer</b> mapping to locate countries and describe features? (recapping year 3)</p> <p>Use historical maps to identify how towns and cities have changed their land use over time (Digi maps)</p> <p>Can I create maps of locations identifying some features using a key?</p>	<p>Can I use maps, atlases and <b>digital/computer</b> mapping to locate countries and describe features? (recapping year 4)</p> <p>Use a few geographical resources to give descriptions and opinions of the characteristics of a location</p> <p>Use maps to identify how coasts and rivers change the land over time.</p> <p>Can I talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map)</p> <p>Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?</p>	<p>Can I use maps, atlases and <b>digital/computer</b> mapping to locate countries and describe features? (recapping year 5)</p> <p>Can I use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location?</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (aerial images compared with maps and topological maps- as in London's tube)</p> <p>Create maps of locations identifying patterns such as : land use, climate zones, population densities and height of land.</p>	

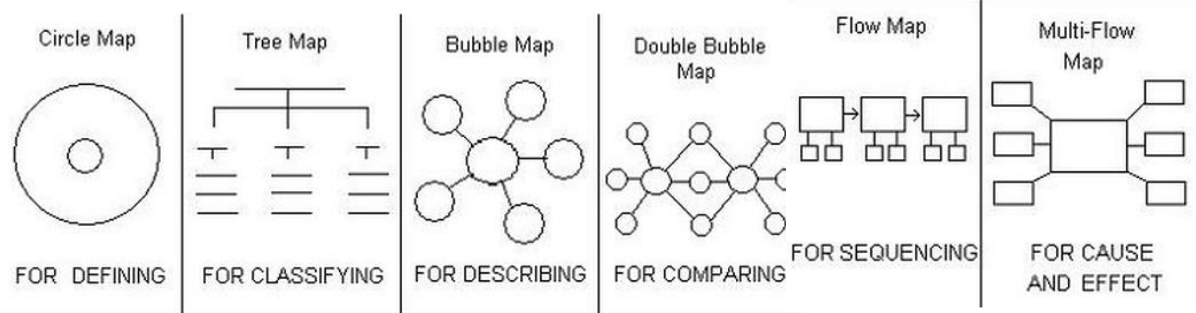
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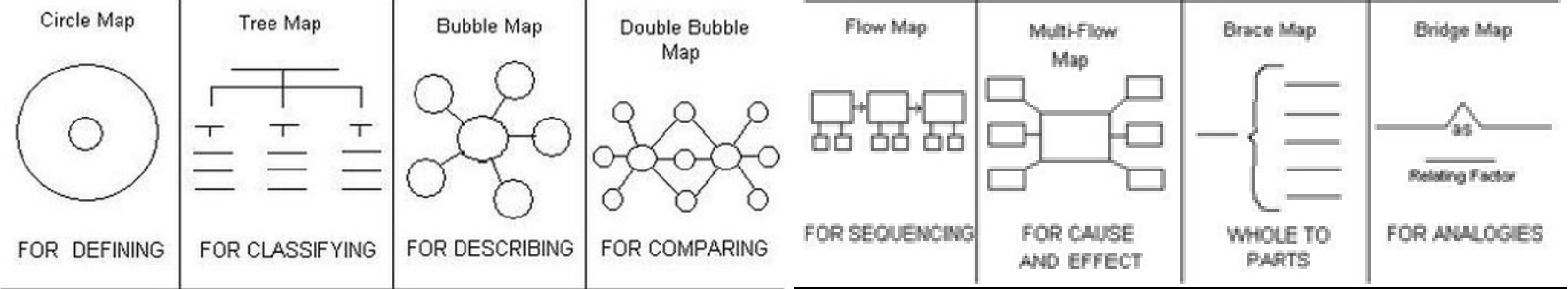
Year 2



Year 3 & 4



Year 5 & 6



<https://www.structural-learning.com/post/thinking-maps-for-deeper-learning>

- **Road maps** display roads and transport links to help drivers get from one place to another.
- **Topographic maps** show the shape of the Earth's surface, using contour lines, colour gradients, and shaded relief. They're used for hunters and hikers, as well as geologists and surveyors.
- **Geologic maps** show the rocks and sediment below the surface of a geographic area, and are used to plan construction projects.
- **Weather maps** are used to show the forecasted temperatures, precipitation, and so on. They appear frequently in newspapers and on television and can help people plan ahead.
- Maps in a **geographical atlas** show how land is used, as well as things like population density and political boundaries between states and nations.

Map skills knowledge for teachers: <https://www.twinkl.co.uk/teaching-wiki/map-skills>