



The Henham Geography Journey.

Progression map.

| | | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|-----------------|---|--|---|---|--|---|--|
| Geographical Skills and Fieldwork | Question | Ask questions about the world around them | | Recognising there are different ways to answer a question | Begin to choose the best approach to answer an enquiry question | Begin to choose the best approach to answer an enquiry question | | Developing own enquiry questions Choosing the best approach to answering an enquiry question |
| | Observe | Commenting on the features they see in their school | | Discussing features they see in the area Asking and answering simple questions about human and physical features of locality | Mapping land use in local area Observing, recording and naming geog features locally | With support, planning for data collection Asking and answering one / two step enquiry questions Observing, recording and naming geog features locally | Making sketch maps of areas studied including labels and keys | Making an independent plan for data collection |
| | Measure | Answering simple questions | Asking and answering simple questions | Collecting quantitative data through small survey to answer a question | Make digital audio recordings Design a questionnaire to collect data | Use simple sampling techniques appropriately | Selecting appropriate methods for data collection | Selecting appropriate methods for data collection Design interview / questionnaire to collect data Beginning to use field sampling techniques appropriately |
| | Record | Creating artwork of some local features | Drawing some local features in correct relation to one another | Classifying the features they notice into human and physical | Take and label photos Make annotated sketches, field drawings and freehand maps | Start to use simplified Likert Scale to record environmental quality Use questionnaire to collect data | | Use GIS to plot data sets onto base maps Use a simplified Likert Scale to record judgements of environmental quality Conduct interviews / questionnaires to collect qualitative data |
| | Present | Express likes and dislikes about a place | Use simple recording technique to express feelings about a place | Present data in simple tally chart or pictogram | Suggest different ways that a locality could be improved | Present data using plans, maps, annotated drawings, graphs, presentations, writing or digital technology Analysing data in charts and graphs | | Decide how to present data when communicating info Drawing conclusions about an enquiry and support reasonings Evaluate evidence collected Analyse data |

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| <p>Locational Knowledge</p> | <p>Identify land and water on a map or globe</p> <p>Make observations about characteristics of local places</p> <p>Know some vocab to describe the characteristics of different places (hill, field, building etc)</p> | <p>Locating two of the world's continents and oceans</p> <p>Show on a map which continent we live in</p> <p>Locating four countries of the UK on a map</p> <p>To know the name of the country they live in</p> | <p>Locating the world's seven continents</p> <p>Locating the world's five oceans</p> <p>Locating the four countries and capital cities of the UK and the surrounding seas</p> <p>Know what a capital city is</p> | <p>Locating some of the world's most significant rivers, mountain ranges and where volcanoes are located</p> <p>Locating some countries in Europe and South America using mapes, along with some major cities / environmental regions</p> | <p>To know the world's different climate zones</p> <p>To know the world's biomes</p> <p>Locate some local counties and cities</p> <p>Describe how a locality has changed over time (human and physical)</p> <p>Identify lines of latitude and longitude, Equator and Artic and Antarctic</p> | <p>Locate more countries in Europe and North and South America using maps</p> <p>Use maps to show the distribution of climate zones, biomes and vegetation belts</p> | <p>Locate major cities, physical and human features in the countries studied</p> <p>Locate many counties and cities in the UK</p> <p>Explain how a locality has changed over time (human and physical)</p> <p>Confidently name the twelve geographical regions of the UK</p> <p>Use longitude and latitude when referencing location</p> |
| <p>Human and Physical Geography</p> | <p>Describe senses when outside</p> <p>Understand the effect of changing seasons on the natural world</p> | <p>Describe seasons, weather changes and weather patterns</p> <p>Know weather conditions can be measured and recorded</p> <p>Recognise some human and physical features in the local environment</p> | <p>Locate some hot and cold ares of the world on a world map</p> <p>Know that different parts of the world experience different weather conditions</p> <p>Describe some human and physical features of a place</p> <p>Know some key physical and human features of the UK using subject specific vocabulary</p> | <p>Describe where volcanoes, earthquakes and mountains are located globally and how they have an impact on the surrounding communities</p> <p>To explain why a settlement and community has grown in a particular location</p> <p>To know what an urban and a rural place is</p> | <p>Map and label the seven biomes</p> <p>To know the water cycle and key features of a river</p> <p>To know the world's climate zones and how these influence the foods able to grow</p> <p>To know the threats to the rainforest both on a local and global scale</p> | <p>Describe and understand key aspects of biomes</p> <p>To name and describe some of the world's vegetation belts</p> <p>To know why oceans are important</p> <p>To recognise geographical issues affecting people in different places and environments</p> | <p>Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its link to climate change</p> <p>Describe and explain how humans can impact the environment both positively and negatively</p> <p>To know what migration is and some 'push' and 'pull' factors</p> |
| <p>Place Knowledge</p> | <p>Children talk about the features of their own immediate environment and how environments might vary from one another</p> | <p>Name key similarities and differences between local area and contrasting place (human and physical)</p> | <p>Describe and begin to explain key similarities and differences between local area and contrasting place (human and physical)</p> | <p>Describe and begin to explain similarities and differences between two regions studied</p> <p>To know effects of living near a volcano and the way people respond to earthquakes</p> | <p>Describe and begin to explain similarities and differences between two regions studied</p> <p>Discuss how climate impacts trade, land use and settlement, as well as measures humans have taken to adapt</p> | <p>Describing and explaining similarities and differences between two regions studied</p> <p>Explain how and why humans respond to local environments in two regions</p> <p>To know similarities and differences between the UK and a European mountain region</p> | <p>Explore wider global trading routes</p> |