

**Progression document for Geography**



Key Historical Concept	Early Years Foundation Stage	Years 1 and 2	Years 3 and 4	Years 5 and 6
Location	<b>Year R:</b> <ul style="list-style-type: none"> <li>Children explore globes and maps in Continuous Provision, including maps of Desborough</li> </ul>	<b>Year 1:</b> <ul style="list-style-type: none"> <li>Children learn the location of hot and cold countries around the world.</li> <li>Children begin to learn about continents and oceans using maps and globes</li> </ul>	<b>Year 3:</b> <ul style="list-style-type: none"> <li>Children locate volcanoes around the world and identify whether they are active or dormant</li> <li>Children locate the sites of earthquakes and link them to fault lines</li> <li>Children locate Peru in South America and the Andes mountain range</li> </ul>	<b>Year 5:</b> <ul style="list-style-type: none"> <li>Children locate in detail the continents and countries discovered during the Age of Discovery (North and South America)</li> </ul>
		<b>Year 2:</b> <ul style="list-style-type: none"> <li>Children learn the location of Desborough, Northants and England within the United Kingdom</li> <li>Children learn the names of the 4 parts of the United Kingdom and their capital cities</li> <li>Children explore the location of London</li> <li>Children learn the names and location of all 7 continents</li> </ul>	<b>Year 4:</b> <ul style="list-style-type: none"> <li>Children locate rainforests around the world using maps, globes and Google Earth.</li> <li>Children learn the location of the Equator and Equatorial countries</li> <li>Children learn the location of the Tropics of Cancer and Capricorn</li> </ul>	<b>Year 6:</b> <ul style="list-style-type: none"> <li>Children learn the location of Antarctica and the Antarctic Circle</li> </ul>
Place and Space	<b>Year R:</b> <ul style="list-style-type: none"> <li>Children find their own home and school on a map of Desborough. They begin to understand how space in a town is used.</li> </ul>	<b>Year 1:</b> <ul style="list-style-type: none"> <li>Children investigate the woodland used in Forest School and learn about how it is changing through the school year.</li> <li>Children identify key landmarks in Desborough.</li> </ul>	<b>Year 3: N/A</b>	<b>Year 5: N/A</b>
		<b>Year 2:</b> <ul style="list-style-type: none"> <li>Children learn how space is used in a seaside location and compare this to the use of space in Desborough.</li> </ul>	<b>Year 4:</b> <ul style="list-style-type: none"> <li>Children learn how rainforests of the world have changed over time through deforestation. They explore how the</li> </ul>	<b>Year 6:</b> <ul style="list-style-type: none"> <li>Children explore in detail how Desborough has changed over</li> </ul>

			space is now being used (i.e. soya farming) and the rate of change.	time, focusing on industrial, retail and housing usage.
<b>Field Work and Skills</b>	<b>Year R:</b> <ul style="list-style-type: none"> <li>Children draw their own maps leading to their house.</li> <li>Children draw their own treasure maps.</li> </ul>	<b>Year 1:</b> <ul style="list-style-type: none"> <li>Children draw maps of the woodland area in Forest School.</li> </ul>	<b>Year 3:</b> <ul style="list-style-type: none"> <li>Children draw maps of Peru using a range of symbols to represent physical and human geography.</li> </ul>	<b>Year 5:</b> <ul style="list-style-type: none"> <li>Children use the 8 main compass points for direction, including using a compass when completing orienteering activities.</li> </ul>
		<b>Year 2:</b> <ul style="list-style-type: none"> <li>Children draw their own maps of the local area using basic map symbols.</li> <li>Children make sketches of local landmarks.</li> <li>Children use the 4 main compass points for direction.</li> </ul>	<b>Year 4:</b> <ul style="list-style-type: none"> <li>Children complete orienteering courses at school and on residential trips, reading and following maps with a range of more complicated symbols</li> </ul>	<b>Year 6:</b> <ul style="list-style-type: none"> <li>Children use local OS maps with 4 and 6 figure grid references to locate the position of given places</li> </ul>
<b>Physical Features and Processes</b>	<b>Year R:</b> <ul style="list-style-type: none"> <li>Children begin to identify physical features in Continuous Provision (river, sea, ocean, beach, mountains, volcanoes, forests).</li> <li>Children begin to learn about weather patterns linked to seasons through discussion and a daily weather report.</li> </ul>	<b>Year 1:</b> <ul style="list-style-type: none"> <li>Children learn about daily changes in the weather and longer term changes (seasonality)</li> <li>Children learn about the physical features of woodlands and forests.</li> </ul>	<b>Year 3:</b> <ul style="list-style-type: none"> <li>Children learn about and identify the different types of national disasters – volcanic eruptions, earthquakes.</li> <li>Children learn about changes to physical features due to natural disasters.</li> <li>Children learn about key physical differences when comparing Peru to the UK.</li> </ul>	<b>Year 5:</b> <ul style="list-style-type: none"> <li>Children learn about the physical features of America (major rivers and landforms such as the Rocky Mountains, the Mississippi and Colorado rivers, the Grand Canyon.</li> </ul>

		<b>Year 2:</b> <ul style="list-style-type: none"> <li>Children learn about local physical features from maps, aerial photos and first-hand experience.</li> <li>Children learn about the physical features of the seaside (cliff, beach, coast, ocean, sea)</li> <li>They revisit seasons and weather patterns in Science lessons</li> </ul>	<b>Year 4:</b> <ul style="list-style-type: none"> <li>Children learn about the physical features of the different layers of the Amazon rainforest.</li> </ul>	<b>Year 6:</b> <ul style="list-style-type: none"> <li>Children learn about the physical features of Antarctica (ice sheet, ice shelves, glaciers, the Ellsworth Mountains, polar desert).</li> <li>Children learn about weather patterns in Antarctica.</li> </ul>
<b>Human Features and Processes</b>	<b>Year R:</b> <ul style="list-style-type: none"> <li>Children begin to learn about some of the jobs/industry in Desborough (focus on shoemaking)</li> </ul>	<b>Year 1:</b> N/A	<b>Year 3:</b> <ul style="list-style-type: none"> <li>Children look at the impact of natural disasters on towns, cities and industry.</li> </ul>	<b>Year 5:</b> <ul style="list-style-type: none"> <li>Children learn about the growth of physical features in America over time.</li> </ul>
		<b>Year 2:</b> <ul style="list-style-type: none"> <li>Children identify key businesses in Desborough</li> <li>Children identify house/building types in London before and after the Great Fire of London</li> <li>Children identify the types of building and businesses that are commonplace at the seaside.</li> </ul>	<b>Year 4:</b> <ul style="list-style-type: none"> <li>Children learn about the positives and negatives of the impact of human processes to the rainforest (i.e. mining, building roads, constructing dams).</li> </ul>	<b>Year 6:</b> <ul style="list-style-type: none"> <li>Children learn about changes to human features and processes in Desborough over the last 200 years (i.e. change from agriculture to the shoe industry to distribution centres)</li> </ul>
<b>Diversity</b>	<b>Year R:</b> <ul style="list-style-type: none"> <li>Children begin to learn about diversity when comparing cultural celebrations from different religions</li> </ul>	<b>Year 1:</b> <ul style="list-style-type: none"> <li>Children learn about physical diversity in a small area (diversity of trees in a small woodland)</li> </ul>	<b>Year 3:</b> <ul style="list-style-type: none"> <li>Children compare human lifestyles around the world, especially response and adaption to natural disasters.</li> </ul>	<b>Year 5:</b> N/A
		<b>Year 2:</b> <ul style="list-style-type: none"> <li>Children compare Desborough to surrounding villages, noting differences with physical, human and cultural elements.</li> <li>Children compare Desborough to Kettering, noting differences with physical, human and cultural elements.</li> </ul>	<b>Year 4:</b> <ul style="list-style-type: none"> <li>Children learn about diversity through direct links to a school in South America.</li> <li>Through online communications they find out about education, lifestyle and culture in a different part of the world.</li> </ul>	<b>Year 6:</b> <ul style="list-style-type: none"> <li>Children consider how different Desborough is today to in the past, looking for changes in local diversity over time (cultural and economic)</li> </ul>

<b>Sustainability</b>	<b>Year R:</b> <ul style="list-style-type: none"> <li>Children begin to learn about pollution and recycling.</li> </ul>	<b>Year 1:</b> <ul style="list-style-type: none"> <li>Children learn about what harm plastic does to the environment.</li> <li>They learn about the 3 Rs – Reduce, Reuse, Recycle</li> </ul>	<b>Year 3:</b> <ul style="list-style-type: none"> <li>Children learn about the causes of climate change.</li> <li>They learn about the impact of environmental change on animals' and people's lives (i.e. the impact of climate change on polar bears)</li> </ul>	<b>Year 5: N/A</b>
		<b>Year 2: N/A</b>	<b>Year 4:</b> <ul style="list-style-type: none"> <li>Children learn about deforestation and the effects on indigenous species.</li> <li>They learn about 'food miles' and Fair Trade</li> <li>They learn about the effects of litter on the local environment</li> <li>They learn more about the effects of plastics in oceans, seas and rivers and find out ways of reducing plastic usage.</li> </ul>	<b>Year 6:</b> <ul style="list-style-type: none"> <li>Children learn about the impact of climate change on Antarctica, including the warming and melting of ice sheets and the effect on wildlife.</li> <li>They learn about the wider effects on the globe, including rising sea levels.</li> </ul>