



Mansbridge Primary School - Progression in Geography

Red – retrieval of prior learning or revisiting (focus on the children retrieving)

Blue – Map work

Green – passport work

SC – Substantive Concept – These concepts have been identified as repeating throughout KS1 and KS2 and are significant in building the required knowledge essential for learning at the point of teaching but also future learning. The endpoints in each year group are drawn from these substantive concepts and they can be used to link back to concepts previously taught across year groups in geography and the wider curriculum.

	Location Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
Aims	Locational knowledge is the foundation upon which geographical understanding is built. It may be gleaned from the information in maps and globes. Pupils need location knowledge so that they have a firm grounding in the basics of local, national and world geography. It is also important for them to know how to find the location of places using maps and atlas maps – involving the use of contents, index, latitude and longitude etc. and recognition of symbols and different scales. Children will develop contextual knowledge of the location of globally significant places both terrestrial and marine.	Children will develop contextual knowledge of the location of globally significant places – both terrestrial and marine including their defining human and physical characteristics and how these provide a geographical context for understanding the actions of processes. The emphasis in place knowledge should be on exploring localities and understanding the similarities and differences between places, developing an understanding of place as a locale and its links with other places and appreciating what a sense of place might include.	Children will begin by identifying human and physical features in real life local areas, then maps the build up to a deeper understanding of the processes that give rise to key physical and human geographical features of the world and how these are interdependent and how they bring about variation and change over time.	Children will Interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and geographical information systems (GIS) Communicate geographical information in a variety of ways including through maps, numerical and quantitative skills and writing at length Have the opportunity to observe and collect data about people, cultures, and natural environments. Field work is conducted in the wild of our everyday surroundings.
EYFS	Children in reception will be learning to: Understanding the World (People and Communities) Children know about similarities and differences between themselves and others, and among families, communities and traditions.			

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

They also:

- Draw information from a simple map.
- Create a draw simple maps and routes
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

ELG (Year R endpoints)

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- They talk about the features of their own immediate environment and how environments might vary from one another
- 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.

Year R

Topics covered throughout the year (these will be taught through discrete lessons and the provision in child initiated time):

Our classroom – simple map work and describing immediate environment SC - Place

Our School – simple map work and talking about features of own immediate environment and how environments might vary from one another SC -Place

Special Places: (geography and RE) Linked to celebrations. Understanding the differences between themselves and others, families, communities and traditions and cultures and learning about why places are special to others SC Human and Physical

Incredible creatures – recognising and describing some of the environments in which our incredible creatures live. Understanding how environments can vary - SC - Place

Explorers - Explaining some differences and similarities between life in this country and life in other countries SC – Place (comparison)

The Seasons – understanding the effect of changing seasons on the natural world around them – ongoing throughout the year SC Weather and Climate

Year 1 Our Local Area (Magnificent Mansbridge) SC – Place (locality)	Introduce map of UK and name four countries and surrounding seas. Locate Mansbridge/ Swaythling on a local aerial and street map. Explain how places can be linked to other places e.g., buses, trains, motorways –identify these main routes on maps – M27, railway station and train routes	To use photographs, internet and maps (aerial and street) to study the local area To recognise and name landmarks of Mansbridge – bridge, stream, spitfire, McDonalds, Train station, park – Woodmill on a map of the local area I can talk about the human features of the locality – jobs, buildings, landscapes – what sort of buildings and houses can we see our immediate surroundings	Within local area using photographs, walks and maps, identify some of the human and physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Talk about jobs, other buildings such as industrial and factories within the local area of Mansbridge	Use four compass directions north, south, east, West Use directional language e.g. near, far, left, right Within the local area, recognise some different types of housing - flats, houses, terraced, semi - detached etc. Use aerial maps, aerial photographs and street maps to locate Mansbridge and local landmarks Recognise basic map symbols Plot a simple route on a map– e.g., home to school and identify features on route – extend this to giving choices for route Enquiry – what do we like / dislike about our local area? Traffic, litter etc. Plotting on map places with lots of litter/traffic. How would you improve this?
Y1 Our Favourite places (beaches, forests, farms) (SC -Place – beyond	Name and identify the four countries of the UK and surrounding seas on maps Identify Southampton on a map Use maps, aerial photos to identify different locations in the UK	Investigate what these places are like and how they differ from Magnificent Mansbridge - send postcards as a visitors to these places (sounds, buildings, amount of people and cars, wildlife, plants and trees)	Begin to identify key physical and human features including: Physical – beach cliff coast forest hill mountain sea ocean river soil valley vegetation season and weather Human - city, town, village, factory, farm, house, port, harbour, shop	Use compass direction North south East West Use locational and directional language near far left right – what is near / north the farm when looking at a range of maps and aerial pictures?

immediate locality)	(Hampshire) – beaches, forest, farms – introduce basic symbols.	Discuss what we would be our favourite place to live/visit and why – pros and cons		
Y1 Weather SC - Weather and Climate	Name and identify some hot and cold places. Name and identify the equator.	Begin to understand the effect of extreme weather on places around the world	Identify seasonal and daily weather patterns in the UK. and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Know the difference between climate and weather	Use simple recording processes to observe and record the weather over a period of time. Investigate and explore the effect of changing seasons
Y1 Endpoints	- Identify human and physical features in real life context - Describe what different places are like using geographical vocabulary - Know that they live in Mansbridge in a city called Southampton - Locate Southampton on a map - Know the name of the four countries that make up the UK and the seas that surround it - Know which is NSEW on a compass - Name the weather outside on a given day - Recognise main weather symbols - Know the names of hot and cold places and their features - Know the hottest and coldest season in the UK		Vocabulary United Kingdom • England • Scotland • Wales • Northern Ireland • Oceans beach • North Pole • South Pole • Equator • City • Town • Village • Farm • House • Office • Weather • Seasons • Autumn • Winter • Spring • Summer • Hot • Cold • Rain	
Y2 Our City SC - Cities	Identify Southampton on a map. Discuss other significant features on map – docks, football grounds, river itchen	Describe the difference between cities, towns, villages, countryside – rural and urban. Explore maps of urban and rural areas noticing similarities and differences – recognise map symbols	Identify and talk about significant human and physical features of Southampton i.e. river Itchen, football stadium, walls, docks using a range of maps, aerial pictures and real life visits	Describe where significant places are in relation to each other using geographical language. Describe routes from one place to another across the city Explore a range of maps of the city – road map, light map, motorway map

		Understand that we live in a city called Southampton		Identify different areas of city NSEW eg central, millbrook, Shirley, portswood
Y2 Our Country	Name and Identify the world's seven continents and five oceans	Recap on meaning / features of cities, towns, villages, countryside Use a range of photos, maps (world, country, street, aerial views and plans) to locate places within the UK and landmarks i.e., school, road, mansbridge park and other recognisable landmarks in city	Begin to know simple features of the countries of the UK - human and physical. Identify these on maps Use basic geographical language to refer to vegetation, soil, farm, river, valley, season weather	Use internet maps (google), atlases and globes to observe aerial views and create journey lines over longer distances – observe what landmarks would be passed on particular journeys
SC - Place	Name and identify the four countries of the UK, capital cities and surrounding seas Identify national flags and emblems	Make comparisons between features of different places within the UK . Talk about pros and cons of country/ city and town location.	Identify key human and physical features – City, town, village, factory, farm, house, office, port, harbour, shop Beach, cliff, coast, forest, mountain, sea, ocean, port, harbour	Use four compass directions north, south, east, West Use directional language e.g. near, far, left, right Talk about places in relation to other places chn have learnt about i.e., NSEW and directional language
Y2 The Caribbean – comparison with Southampton (Port City i.e. Kingston – trade link)	Identify Caribbean islands on map – group of islands between north and South America Name and locate the worlds seven continents and five oceans Identify continents North and South America passport work	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? How is this place different/same as Southampton i.e., weather, port, trade, jobs, buildings To use books, stories, and other information to find out about an island in the Caribbean	To talk about the island and say what type of buildings are on the Island (houses, shops, offices, flats, farm buildings etc). To say what the Island is like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline. To talk about the jobs people do on the island To talk about the weather on the island To talk about trade within the ports	Use maps, atlases, globes and digital/computer mapping to locate target countries and describe features. Use – aerial pictures/plans/maps/routes Use simple compass directions – north, south, east and west Use basic map symbols

SC – Place (comparison)			To compare Southampton and a Caribbean Island saying what is the same and different Use a range of resources to identify the key physical and Human features of a location. Explain own views about locations, giving reasons – drawing knowledge about what it is like to live there.	Enquiry Investigation – how much imported food do we buy? Retrieval of trade learning – questionnaire to complete at home and record results and present findings.
Year 2 endpoints	Locate Southampton on a map and know the main human and physical features and find these on a range of maps To understand the concept of the world, continents, countries, cities Know the names of the seven continents of the world and locate them on a map Know the names of and locate the five oceans of the world and know some features Name and locate the 4 countries of the UK and know the main human and physical features of each Name and locate capital cities of UK Identify main human and physical features of places studied Know the main differences between a place in the UK and a place in a non – European country Know and use the terminologies left, right, near, far and NSEW to describe one place in relation to another Know the differences between cities and countryside To use 4 point compass directions to explain where a place is		Southampton • North • South • West • East • Compass • Climate • Animals • People • Culture • Vegetation • North • South • West • East • Near • Far • Next to • Left • Right • Beach • Cliff • Forest • Hill • River • Valley • Capital Cities • Maps • Europe • Asia • Australia • Africa • North America • South America • Caribbean	
Y3 Cities and counties of the UK SC - Place	Name and locate the world's seven continents and five oceans Locate the countries that make up the UK on a map and name the capital cities? • name and locate the capital cities of the countries of the UK pay particular attention to (those local to Southampton)	To describe where some local cities are – i.e., county region, proximity to river, hills Compare another local city with Southampton and say how they are similar and different Compare a county with Hampshire and say how it is similar/ different	To identify and discuss human and physical characteristics of some local cities and counties i.e., key topographical features (inc hills, mountains etc).	Use 4 figure grid references Use compass directions to find a location on a map; Use a range of map symbols Use a variety of maps to locate cities/counties and human/physical features

	Find areas of higher ground on a map of the UK (local to Southampton) Name, locate and label key cities in the south of the country i.e., Portsmouth, Salisbury, Chichester, Winchester To find London on world and UK maps Name and locate counties that border Hampshire i.e., Sussex, Dorset, Wiltshire, Berkshire, Surrey Using geographical language describe where cities/counties are in relation to others/			
Y3 Volcanoes and Earthquakes SC – natural Processes	Revisit seas and continents – name and identify		<i>Describe & understand;</i> Volcanoes and earthquakes – use a wide range of geographical terms and specific topic Name the layers that make up the Earth and describe their properties • Name the key parts of a volcano and explain how a volcano is formed • Show where most volcanoes are found. Describe what happens when a volcano erupts Describe some risks and benefits of living near a volcano Categorise volcanoes as extinct, dormant or active. Explain why earthquakes occur • Explain how to keep safe during an Earthquake. If time allows: • Describe a tsunami and explain how tsunamis occur • Describe the damage caused by a tsunami. Explain how to keep safe during a tsunami	Use a range of maps to identify and locate volcanoes – use 4 figure grid references to find these on maps

			• Explain how tornadoes form. • Describe how scientists collect data about storms. .	
Y3 Land Use – local focus SC - Place Use CPG book for questions	Name and locate counties and cities of the UK particularly those that border Southampton and Hampshire Passport work – cities and counties that border Hampshire/Southampton Identify the countries that make up Europe	What is land use? Focus on land use in Hampshire Identify cities from light maps Identify important landmarks in the local area Identify rural and urban areas in local cities/counties – how is the land used	List the ways we use land Southampton/Hampshire Describe an area as rural or urban Identify rural and urban areas in Hampshire Explain what most rural land is used for in the Hampshire List different types of rural spaces Look at how an area has changed over time Compare Mansbridge with another area (that floods)	Explain the purpose of symbols on a map Use symbols and a key to annotate a map – develop to choosing symbols to use for a key Use 8 compass points to locate features or describe one place in relation to another Draw a simple sketch map to show buildings and landmarks in the local area Annotate a sketch map to show relative distances Compare two maps (light map with physical features) Fieldwork — find out year 3s favourite part of the school grounds. Use questionnaires and maps of the school to collect this data. Present out findings using coloured maps and maps where the children have added their own grid references. Extend this by asking children to give routes to and from their favourite places using NSEW compass points, left and right, positional language. and grid references

Y3 Endpoint	Name cities and counties that are near to Southampton Know the difference between urban and rural areas Explain some different ways that land can be used Know the way land is used in Southampton and Hampshire Know the main similarities and differences between Southampton and another local city Explain how an area studied has changed over time and why Use four figure grid references Understand what a light map tells us Understand what a topographical map shows us Identify most common OS map symbols Read information from a variety of maps including topographical Use 4 point compass directions to explain where one place is in relation to another		• Urban • Rural • Counties • Cities • Land use • Portsmouth • Winchester • Salisbury • Sussex • Wiltshire • Active • Inactive • Extinct • dormant • Eruption	
Y4	Name and locate capital cities of the UK (all) Name and locate the counties of the UK Name and locate the worlds seven continents and five oceans Name and locate the major rivers in the UK Passport work – Identify the countries of Africa (linked to Nile)	List the way land is used in the UK. Identify rural and urban areas in the UK Look at how land use has changed over time in a particular area – not local i.e, London Describe how population has changed over time and the effect on cities/UK/London	To understand and explain how rivers have influenced the human and physical characteristics of an area – settlements. Refer to a local river – the river Itchen and another river in the UK - Describe why locations near rivers were good for settlers i.e., trade, farming, transport (Stone Henge)	Use 4 and 6 figure grid references on OS maps Use 8 points of compass, symbols & keys to find locations

SC – Human and Physical				
Y4 Rivers and the water cycle SC – Natural Processes	Location knowledge – linked to cities of rivers studied Name and locate the world’s most significant rivers	To describe the topographical features of areas studied	<i>Describe & understand;</i> Rivers, mountains, hills and water cycle, To identify the features of a river To understand the process of erosion and deposition Understand how rivers change over time and introduce oxbow lakes Water cycle: Explain how to change a solid into a liquid. • Describe you how to turn a liquid into a gas. • Explain where the processes of evaporation and condensation are involved in the water cycle. • Explain that the water cycle keeps going.	Use fieldwork to observe, measure & record and present human and physical features in local area using range of methods – sketch maps, plans, graphs, digital technology – Enquiry - Visit local river to observe features and measure river speed and river features Map the source of the River Itchen and places it flows through

		• Use the words condensation and precipitation to explain why it rains. • Use the words evaporation and condensation to explain why clouds form. • Explain some of the steps involved in cleaning water. • Explain what causes flooding and suggest some ways to prevent it Coasts – erosion and deposition -explain what the process of erosion is Explain how humans impact erosion Explain how erosion impacts humans Explain how erosion impacts the environment i.e., pollution washed into rivers Suggest some ways that erosion may be prevented <u>** majority of water cycle work completed in science and literacy. Revisited in music through water cycle sound scape</u>	
Y4 Endpoints	To explain the features of the water cycle. To know the name of and locate a number of the UK and world’s longest rivers. To know and label the main features of a river. To explain what erosion is To understand the impact of erosion Explain the ways that land is used in the UK Know why people settled near rivers To know the name of a significant river in Hampshire (Itchen) Know where the river Itchen starts and some places it flows through To locate places studied on a range of different maps Name key parts of a volcano, how they are formed and the process of eruptions	- Mouth - Source - Meander - Course - Fertile - Erosion - Deposition - Oxbow lake - Flow - Evaporation - Condensation - Precipitation - Dormant - Active	

			- Magma chamber, main vent, lava flow, ash cloud , crater, bedrock	
Y5 Climates SC Weather and Climates	Identify equator on a world map Identify different climactic zones using words tropic, sub tropic, temperate, Mediterranean and desert Passport work – identify countries of Oceania/Australasia Links to Himalayas/jungles/Bangladesh climate/pollution	Explain the difference between weather (what happens on a particular day) and climate (what happens over a period of time - pattern) Explain what the equator is and why it is the hottest part of Earth i.e., always close to the sun Understand and explain that places nearer the equator are hotter and places nearer polar regions are colder 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) Locate volcanoes, continents and other significant locations using latitude and longitude	Understand and explain what a biome is – Definition: A biome is a region that has certain climate and weather patterns and therefore certain types of <i>flora</i> (plants) and <i>fauna</i> (animals) can survive there. Biomes can be summarised as sharing similar animal species, plant-spacing, plant structures and weather and climate. Link biomes to other work on habitats and adaptations in science Investigate in detail and compare at least 2 major biomes i.e., tundra, desert. Coniferous forests, mountainous regions, Savannah, grasslands, etc. Identify, explain, and describe vegetation belts within climate zones and the affect these have on the landscapes Explain the impact of the climate change on extreme weather conditions Discuss the significance of farming – cattle, burning fossil fuel, cutting down forests therefore trapping carbon dioxide on climate change – cause and effect	Use a climate zones map to identify climate zones Add keys to maps Use 8 points of a compass Use 4 and 6 figure grid references Use fieldwork to observe, measure & record and present human and physical features in local area using range of methods – sketch maps, plans, graphs, digital technology Enquiry – where in the school grounds would be the best place for solar panels?

Y5 Endpoints	To know what climate means and how it differs to weather To name climates of the world To know the climate of the UK To know that different parts of the world have different climates, and to be able to name and locate some of the different climates Know what is meant be biomes and what the features of a specific biomes are (e.g. forest). Know where the equator, tropic of Cancer, tropic of Capricorn and the Greenwich meridian are on a world map and to understand the significance of these features To use 8 points on a compass To use 4 and 6 figure grid references To use latitude and longitude to identify significant features To explain the impact of farming on climate change		Climate Continent Biome Temperature Prime/ Greenwich meridian Antarctic Arctic Tundra desert Names of climate zones Latitude Longitude	
Y6 Tri study – Brazil (port of Rio), Southampton and another European port - Hamburg) SC – Human and Physical, Place, Cities, Weather and Climate	By end of year 6 children should be able to : 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 To locate 3 focus areas Southampton, Rio, Hamburg on a world map Passport work – N America, S America, Central America	Revisit Biomes with Rainforest focus. Study a region of UK, Europe and of the Americas (revisit biomes - Rainforest) understand geographical similarities and differences through human and physical geography. To describe similarities - Ports – trade – importance to economy - Cruise liners To describe differences	Describe and understand key aspects of physical geography including climate zones – refer to climate of three focus areas Human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, mineral and water To describe, explain and compare the following – port, trade, import, export, poverty in relation to Southampton, Rio and Hamburg	Use fieldwork to observe, measure & record and present human and physical features in local area using range of methods – sketch maps, plans, graphs, digital technology Enquiry – Southampton is known as ‘the gateway to the world’ What places do we visit most in Southampton and why? Questionnaire and assimilate results. Map locations

		• Inequality – poverty • Climate • Natural resources • Types of trade	To describe and explain the term inequality in relation to Southampton, Rio and Hamburg To compare the landscapes of all three areas noting similarities and differences and giving some suggested reasons for these To explain and compare the distribution of natural resources including energy, food, minerals and water in these 3 areas and how are they different To name 3 similarities and 3 differences between the 3 ports in terms of trade , poverty inequality and land use / scape	What does that tell us about future building / investment in the city? Identify an area for development in the city and plan what you would plan to build there?
Y6 Endpoints	Know some geographical similarities and differences between UK, a European Region and a Region within N or S America Know some economical differences between UK, a European Region and a Region within N or S America To give detail of human and physical geography when comparing UK, a European and a region within N or S America (population, economics, trade, natural resources) Know what the port of Southampton is Know what Southampton imports and exports Know why Southampton is such a successful port	Trade Export Import Economy Port Natural resource poverty		

	Understand what is meant by port, trade, poverty, land use, import, export, economy Name and locate the World's Countries Have an understanding of scale when using OS maps Use 6 figure grid reference and 8 point compass directions	
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