FOREST PREPARATORY SCHOOL

ANIMO ET FIDE

Early Years Foundation stage Early Learning Goals	Key stage I National curriculum expectation	Lower Key stage 2 National curriculum expectation	Upper Key stage 2 National curriculum expectation
Understanding the World (People, Culture and Communities) **Early Learning Goal (ELG):** -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. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.	Pupils will develop knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	

Forest Preparatory School Geography Progression Map

National curriculum coverage						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the World ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious	**Pupils should be taught to:** Name and locate the world's 7 continents and 5 oceans (introduce) Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (introduce) 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	**Pupils should be taught to**: Name and locate the world's 7 continents and 5 oceans. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. 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. 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	**Pupils should be taught to:** 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to	**Pupils should be taught 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. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (NW), a region in a European country, and a region in North or South America. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,	**Pupils should be taught to:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (NW), a region in a European country, and a region in North or South America Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (context of N America). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key	**Pupils should be taught 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. 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) Y6 consolidate Understand geographical similarities and differences through the study of human and physical

and cultural communities in this country, drawing on their experiences and what has been read in class; - 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. ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the	features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map 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 Use simple fieldwork and observational skills to study the geography of their school and its	features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map 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 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human	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	volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (context of Europe). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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	(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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.	geography of a region of the United Kingdom (NW), a region in a European country, and a region in North or South America. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (context of S America). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4- and 6- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure record and present the human and physical features

seasons and changing states of matter. (Early Years Statutory Framework, 2021)	grounds and the key human and physical features of its surrounding environment.	and physical features of its surrounding environment.		technologies.		in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Progression of Geography Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme for coverage	Countries and Continents	Our school and the local area Polar regions United Kingdom Countries and maps Comparing the UK with a non-European country Coasts and seaside Oceans	Mexico Island Home Seaside	Investigating the Local Area Village Settlers Pollution Climate Change Weather	A Village in India American Roadtrip Africa	Water Local Traffic and Area European cities and countries	Map Reading skills Megacities The Americas Trade and Economics Natural Disasters Earthquakes Volcanoes Climate Zones
Locational Knowledge and Place Knowledge	Draw information from a simple map. 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. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (local area). Notice things in the place where they are and react to them by commenting. Ask questions and respond to questions – eg what and where?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a contrasting non-European country –Formby & Daintree in Australia. Name and locate the world's seven continents and five oceans.	Locate the world's countries, using maps to focus on Europe (including Russia): Environmental regions, key physical or human characteristics, countries, and major cities. Name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers. Understand how some aspects have changed over time. Understand geographical similarities and differences of	Locate the world's countries, using maps to focus on Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities. Name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers. Understand how some aspects have changed over time. Understand geographical similarities and differences of human & physical	Know some of the world's countries, focusing on North America concentrating on environmental regions, key physical or human characteristics, countries, and major cities. Name/ locate cities & counties of the UK. Know more about the geographical regions of the UK & their identifying physical and human characteristics, including more cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts. Explain how aspects have	Know some of the world's countries, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries and major cities. Name/ locate cities & counties of the UK. Know more about the geographical regions of the UK & their identifying physical and human characteristics, including more cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts. Explain how aspects have

	they live.			human & physical geography of a region of the UK and in a European country.	geography of a region of the UK and in a European country.	changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N.America. (drawing on the case study of Europe in lower KS2). Identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (incl. day & night).	changed over time. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within S. America. (drawing on the case study of Europe in lower KS2). Identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (incl. day & night).
Geographical Vocabulary	*Explore* *School Community* *Seasons* *Arctic* *Weather* *Snow/Ice/Cold* *Freeze* *Changes* *Similarities* *Differences* *World* *Travel* *Holiday* *Transport*	*Compass* *Map* *Near Local Area* *Town* *Physical and* *Human features* *Landmark* *Climate* *Remote* *Coast* *Rainforest* *Equator* *Habitat* *Migrate* *Continents* *Oceans* *Journey* *Seasons*	*Sea, City, Forest, Hill* *Atlas, Globe, Capital* *City, Processed, High* *Street, Rearing,* *Planting, Source,* *Transporting, Holidays* *Formby Beach* *Daintree Rainforest* *Recent* *Leisure* *Souvenir* *Human and Physical* *geographical features* *Inhospitable* *Ancient* *Modern* *River* *Lake*	*Topographical features* *Region* *County* *Village* *Rural* *Town* *Urban* *City* *Bay* *Beach* *Cliff* *Cave* *Coast* *Dune* *Erosion* *Estuary*	*Import/Export* *Natural resources* *Border* *Latitude/Longitude* *Stream, Canal,* *Reservoir, Tributary,* *Mouth, confluence* *Settlement, Landforms* *Port, Tourism,* *Contours, Trig point,* *Tectonic Plate* *Crater* *Vent* *Magma* *Lava* *Active/Dormant* *Volcano* *Richter Scale*	*State* *Climate* *Vegetation* *Belt Lines of* *Latitude and Longitude* *Biome* *Tarn* *Population* *Region* *Lake* *Glacier* *Erosion* *Tourist Industry* *District* *Region* *County* *Borough* *British Isles Town*	*Amazon, Indigenous* *Canopy, Tundra* *Tropic of Capricorn,* *Topographical* *features* *Biomass, Fossil Fuel,* *Renewable energy,* *Non-renewable energy* *Sustainability, Mineral* *Global Warming* *Deforestation* *Afforestation* *Sea Level, Endangered* *Climate Change* *Ordnance Survey* *Hemisphere* *Time Zones* *6 Figure Grid*

Forest Preparatory School Geography Progression Map

						Great Britain	*Reference, Scale, topographical maps*
Essential Knowledge		Our Local Area: Compass points include: North, South, East, West. An aerial view is also known as a birds-eye view. The term refers to any view from a great height, even at a wide angle. For example, looking sideways from an airplane window or from a mountain top. A human feature is built by humans. Examples include: school, house, city, town, village, factory, farm, house, office, port, harbour and shop. A physical feature is natural. Examples include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Altrincham is in the North West of the United Kingdom We use symbols on a map to help us know where places are. People and their communities: - We can travel to places using different transport such as buses, planes, trains, bikes, cars, coach,	What is the UK like? The United Kingdom is in the continent of Europe. The UK is an island and it has 4 surrounding seas; The English Channel, Celtic Sea, Irish Sea and North Sea. The Atlantic Ocean surrounds the UK but this is an ocean not a sea. The UK landscape is varied, there are mountains, lakes, flat land, coastlines. Journeys and Food Most of our food is changed from its natural form (processed) before it gets to us. Basic food production from farming to supermarket. Know that milk is processed before we drink it. Our Wonderful World: Confidently recall the 7 continents and 5 oceans. Know that at the top and bottom of the Earth are the poles- North and South pole. Places near the Equator are hot. Places near the	Is the UK the same all over? We live in the country England that is in the UK. The region we live in is the North West. The county we live in is Greater Manchester. The town near where our school is situated is called Altrincham, the village is Timperley. Some of us may live in villages such as Timperley or Bowdon. England is divided up into 9 regions. The landscape of the UK is not the same all over. The North and West of the UK is the most mountainous. The North West is has urban areas such as Manchester but also rural areas such as the Lake District. The North West has a number of cities such as Chester, Manchester, Liverpool, Preston. The Lake District has mountains and lakes. Coasts appear in different forms such as beach (sand, shingle,	Is Europe the same all over? I know the capital cities of the main European countries including: France- Paris, Poland-Warsaw, Spain-Madrid, Germany-Berlin, Italy-Rome. The features of North American landscapes vary greatly: tundra, ice cap, grassland. That latitude affects climates of a country. The major rivers of Europe: Seine, Rhine, Thames, Rhone, Loire, Tagus. Major mountain ranges of Europe: The Alps. Towns and cities were built near a river due to easy transport links and water supply for crops. Rivers and the Water cycle. The longest river in the UK is the River Severn, which is 354km long.	North America There are 23 countries in the North American geographical area. The Caribbean islands are islands around North and Central America but are still classed as being in North and Central America. North America is the world's third largest continent by area, with a population of 326 million. In North America the further north you go, the colder it becomes. In North America the further south you go, the warmer it becomes. Physical features of North America – Niagara Falls, Grand Canyon, Mississippi River. Human features of North America – Golden Gate Bridge, Hoover Dam, Disney World, Empire State Building, Statue of Liberty. The Tropic of Cancer is the most northern latitude on the	South America South America is a continent made up of 12 countries and has a population of around 12 million. The largest country located within South America is Brazil. It is 3.2 million square miles and has a population of 210 million people. South America's largest river is The Amazon which is also the second longest river in the world. The Andes is a major mountain range in South America. It is the longest mountain range in the world and stretches 4,300 miles. Spanish and Portuguese are the most commonly spoken languages in South America. In South America, Darwin found fossils of extinct animals that were similar to modern species. Scientists are providing evidence of environmental change and stress. Around the world glaciers and ice

		trams. - We live in the town of Altrincham which is in the city of Manchester. Some of us may live in villages in Altrincham such as Bowdon, Hale, Timperley. The country we live in is England which is part of the United Kingdom in the continent of Europe. -Some people live in different places to us. -People can live by the coast. There are human features of windbreakers, cafes and surfboards. There are also physical features, for example cliff, beach and sand. -Weather in the rainforest is extremely hot and sometimes wet all year round. A group of people that live within the Amazon Rainforest is a tribe called the Awá tribe. -Some people within hotter climates build homes out of mud and water. -Cities are very busy places to live, with most people living in apartment buildings. Animals and their habitats: The equator runs through the middle	North and South Pole are cold.	pebble) and cliffs. Coastal areas attract tourism, animals and residential areas. Human features of the coast are lighthouses, piers, port and harbour. Physical features of the coast are cliffs, bay, beach, arch, sand dunes, cave and stack. Many animals such as gulls, seals, crabs, turtles, penguin, lizards, ravens, kestrels, terns, mussels, limpets live near the coast. Their habitats are sometimes threatened. Coastal erosion can threaten land use, and so beach protection measures, such as rock armour, groynes, and sea walls are created. Erosion is the wearing away of the land by forces such as water, wind, and ice. Transportation is the movement of material from one place to another. Deposition is the processes where material being transported by a river is deposited or left	When it rains, some water soaks into the ground and some of it collects, forming streams and rivers that eventually flow into the sea. The water that falls as rain is constantly recycled because water can change from a liquid to a gas (a process known as evaporation) and back to a liquid again (condensation). The water from rivers, seas and oceans is turned into water vapour by the sun's heat. This vapour rises up into the sky and the cold air there makes the vapour condense into droplets and form clouds. These droplets grow bigger and heavier until they eventually fall as rain. A river is a very important part of the water cycle, carrying rain water back to the sea. Major cities are mostly on the rivers – this can be because of trade, food and drink and transportation. Naples Bay comparison Pompeii is an ancient city in	Earth at which the Sun can be directly overhead. The Tropic of Capricorn is the most southern latitude on the Earth at which the Sun can be directly overhead. Comparison between Lake District and Niagara Falls. The Great Lakes are the five largest lakes in the United States: Lake Superior, Lake Huron, Lake Michigan, Lake Erie, and Lake Ontario. They are located in the northern Midwest along the border between the United States and Canada. We can compare the Great Lakes region in North America to The Lake District in our North West region in the UK. Lake district human features – towns, hotels, piers Lake district physical features – mountains, lakes, forestry Great Lakes human features – cities, towns, hotels Great Lakes physical features –waterfalls, sand dune, beaches, forestry.	sheets are retreating. The overall health and diversity of wildlife is declining. Human numbers are increasing and natural resources are overexploited. These are worrying trends and many people believe we need to take firm action to address these problems. We have it in our power to make good choices and wise decisions on a personal and community level. Examples of common minerals include coal, oil, seashells, diamonds, rubies, pyrite (fool's gold), table salt, gold, copper, aluminium, iron, steel, gravel, brick, sand and stone. Minerals are non-renewable natural resources. Minerals such as rocks, oil, coal and metals are extracted, mined or quarried from the earth for human use. Energy sources can be placed into two categories: renewable sources and non- renewable sources. Renewable sources - geothermal

		of the Earth and is an imaginary line. The closer the country is to this the hotter the climate will be. • The 7 continents are: Asia, Australia (Oceania) (Australasia), Antarctica, Africa, South America, North America, Europe The five oceans are: Pacific, Atlantic, Indian, Southern, Arctic Emperor Penguins live in a cold climate such as Antarctica There are 2 different species of Asian pandas: red and giant panda. They like cool, rainy mountain-forests Whale sharks travel there every March and April, and stay until June to have their young. They are harmless and don't eat humans		behind.	South West Italy, on the Bay of Naples: Vesuvius is a volcano in South West Italy There are no active Volcanoes in the UK region. There are lots of similarities between North West England and Naples Bay including a large urban area with lots of tourism attractions, close to coastline, rich farmland in the rural areas, problems of traffic congestion etc. Earthquakes occur at the edge of tectonic plates, when these move and build up pressure. A volcano is the opening in the earth's crust where lava and gas break out to cause devastation on the surrounding land. Earthquakes and Volcanoes.Pressure builds up inside the Earth. Magma explodes to the surface. The lava from the eruption cools to form new crust. Volcanoes can happen on land or in the sea. Earthquakes An earthquake is the Earth's crust shaking when parts	Both regions are very popular with tourists and have similar human features, however the Great Lakes is a much larger region and is surrounded by much larger cities than the Lake District. The Lake District has mainly towns close to Windermere. The nearest cities would be Lancaster, Preston, York and Manchester. The UK, the British Isles and Great Britain refer to different groups of land. Altrincham is in all of them. There are 48 counties in England. North Yorkshire is England's largest county. The North West is made up of 5 - Cumbria, Lancashire, Greater Manchester Merseyside and Cheshire. Altrincham is a market town in the borough of Trafford, which is in the county of Greater Manchester, in the country of England. Like all other places, Altrincham is changing over time.	energy, hydroelectricity, tidal energy, solar energy, wind energy Non-renewable – fossil fuels - coal, oil, gas. Humans rely on our oceans for transport, food, climate regulation Threats to oceans – pollution, overfishing, climate change. Our world in the future 1. There is ample evidence to prove that climate change is real- humans are the main cause of climate change, burning fossil fuels, farming and deforestation. 2. Global temperatures have risen by around 1°C since 1880 3. Climate change impacts both the environment and people e.g./flooding and hurricanes 4. As temperatures rise, some areas will get wetter and lots of animals will find they're not able to their changing climate. 5. Only around 6% of the Earth's land surface is rainforest – but about half of all animal and plant species live there.

					of the crust (PLATES) move. Plates sometimes get stuck next to each other and don't move smoothly, when this happens there might be an earthquake.		1. Compass directions N, S, E, W, NE, SE, SW, NW 2. Grid references: eastings are written before northings 3. Map symbols – recognise and remember 4. Scale on maps
Human and Physical geography : Enquiry skills and communication	Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live.	Use secondary sources – pictures, photos, stories, films to find out about a place Describe what a place is like in simple terms.	Use observational skills and ask and respond to questions. Identify seasonal/ daily UK weather patterns Study the key human and physical features of the surrounding environment of my school. Begin to explain how/why. They can find information from aerial photographs. Use and apply Maths to help to show learning.	Describe & understand key aspects of physical geography, including rivers and mountains. Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. Identify differences between places. Communicate geographical information in a variety of ways, including through maps and writing at length. Apply mathematical skills when using geographical data etc	Describe & understand key aspects of physical Geography, including rivers and mountains. Explain volcanoes/ earthquakes in simple terms. Describe the water cycle using a diagram. Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. Identify differences between places. Communicate geographical information in a variety of ways, including through maps and writing at length. Apply mathematical skills when using	Describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time. Understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts. Describe in detail types of settlement, land use, economic activity including trade links. Describe the distribution of natural resources including energy, food, minerals & water in the continents & countries studied. Give a few reasons for the impact of effects on people,	Describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time. Understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts. Describe in detail types of settlement, land use, economic activity including trade links. Describe the distribution of natural resources including energy, food, minerals & water in the continents & countries I have studied. Give a few reasons for the impact of geographical

					geographical data etc	place or themes studied. Know location of places of global significance, their defining physical & human characteristics and how they relate to one another. Regularly use/ apply maths skills in their work.	influences/ effects on people, place or themes studied. Know location of places of global significance, their defining physical & human characteristics and how they relate to one another Regularly use/ apply maths skills in their work.
Fieldwork	Explore the natural world around them.	Use some of their senses to observe places. Identify simple types of buildings & places around them and know their own special features. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use compass directions.	Use simple fieldwork and observational skills to study the geography of their school and its grounds. Complete a chart to express opinions during Fieldwork. Use first hand observation to investigate places – the school grounds, the streets around and the local area. Recognise and record different types of land use, buildings and environments. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Human and physical	Use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs. Conduct surveys and carry out a simple questionnaire. Use simple equipment to measure and record. Investigate the local area, looking at types of shops, services and houses. Apply mathematical skills in data handling to geography fieldwork	Use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs. Conduct surveys and carry out a simple questionnaire. Use simple equipment to measure and record. Investigate the local area, looking at types of shops, services and houses. Apply mathematical skills in data handling to geography fieldwork	Use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs & digital technologies. Collect, analyse & communicate with range of data gathered in experiences of fieldwork to show they understand some geographical processes. Carry out a focused in depth study, looking at issues/changes in the area. Describe how & why area may change in future.	Use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs & digital technologies. Collect, analyse & communicate with range of data gathered in experiences of fieldwork to show they understand some geographical processes. Carry out a focused in depth study, looking at issues/changes in the area. Describe how & why area may change in future.

			features.				
Using Globes, Maps & Plans. Map work skills	Draw information from a simple map.	Play games with globes & maps. Draw their own simple picture maps, plans with labels of places they know, or imaginary places/ Stories. Start to use their own symbols. Follow directions – up, down, left and right. Start to identify local features on aerial photograph. Draw round objects 1:1 to get plan view.	Use world maps, atlases and globes to identify UK & its countries Identify the countries, continents and oceans studied. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Follow a route on prepared maps (left/right) & find information. Use simple compass directions (NSEW) Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. Make a simple map (e.g. from a story). Use & construct basic symbols in a key	Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities. Use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns; Use atlases to find places using index/ contents. Understand the need for a key. Understand the purpose of maps. Beginning to understand scale and distance on a Map, using and applying mathematical skills. Use the 8 points of a compass. Use simple grids with letters and numbers and 4-figure coordinates to locate features. Use and understand	Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities. Use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns; Use atlases to find places using index/ contents. Understand need for a key. Understand the purpose of maps. Deeper understanding of scale and distance on a map, using and applying mathematical skills. Use the 8 points of a compass. Use simple grids with letters and numbers and 4-figure coordinates to locate features. Use and understand Ordnance Survey	Use 1:10.000 and1:25.000 Ordnance Survey maps. Use a globe & maps & some OS symbols on maps to name and locate UK counties & cities Locate the world's countries, using maps to focus on North America. Realise purpose, scale, symbols and style are related. Interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS). Use maps, atlases, globes and digital/computer mapping to locate Countries & describe features studied. Show the position and significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe. Understand and apply	Use 1:10.000 and 1:25.000 Ordnance Survey maps. Use a globe & maps & some OS symbols on maps to name and locate UK counties & cities. Locate the world's countries, using maps to focus on South America. Realise purpose, scale, symbols and style are related. Interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS). Use maps, atlases, globes and digital/computer mapping to locate Countries & describe features studied. Show the position and significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe. Understand and apply mathematical understanding, e.g. on scales, time

				Ordnance Survey symbols and keys to build up their knowledge of a local place, the UK and the wider world. Map evidence from fieldwork e.g. sketch annotated views. Use plans. Use aerial photos and satellite images. Begin to use smaller scale aerial views. Use oblique aerial views.	symbols and keys to build up their knowledge of a local place, the UK and the wider world. Map evidence from fieldwork e.g. sketch annotated views. Use plans. Use aerial photos and satellite images. Begin to use smaller scale aerial views. Use oblique aerial views.	mathematical understanding, e.g. on scales, time differences etc. when using maps Use Ordnance Survey maps at different scales. Draw a detailed sketch map using symbols and a key. Know directions in their neighbourhood. Align a map with route. Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show their knowledge of the United Kingdom and the wider world. Understand and use 6 figure grid references to Interpret OS maps.	differences etc. when using maps Use Ordnance Survey maps at different scales. Draw a detailed sketch map using symbols and a key. Know directions in their neighbourhood. Align a map with route. Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show their knowledge of the United Kingdom and the wider world. Understand and use 6 figure grid references to Interpret OS maps.

Forest Preparatory School Geography Progression Map