



Bleasby Primary School

Geography Knowledge Progression Map



	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Enquiry Focus	British History Timeline <i>What can we learn from the past? What did the people of the past give to us?</i>	World Achievements <i>What difference does it make that we are part of a bigger world? Does ancient history matter?</i>	Plants & Habitats <i>Can we look after our world better? Are we looking after our local environment?</i>	Contrasting and impactful periods in British History <i>When would you prefer to have lived?</i>	Knowledge of the World <i>Why is it important to be globally connected?</i>	Animals & Healthy Bodies <i>Are we looking after our bodies as well as we could?</i>
FS/1/2	Location and characteristics of UK countries, capitals and seas. (FS simple, Y1 intro, Y2 revisit & extend)	Location and features of countries on the world map. (Home countries of people studied)	Local Geography Maps & compass directions. Simple fieldwork, aerial photographs & plans. Seasonal & daily weather	Location and characteristics of UK countries, capitals and seas. (FS simple, Y1 intro, Y2 revisit & extend)	World continents and oceans. Compare & contrast India and the UK	Use 4 compass directions and simple maps in orienteering games.
3/4	UK geographical regions, features, characteristics & land use – change over time.	Locate world countries (Egypt and Italy) Significance of position on globe. Volcanoes, rivers	Local topographical features, land use patterns (farming). Settlement & land use. Local fieldwork & mapping. Change over time.	(Light touch using maps and considering impact of exploration and discovery)	Use maps to focus on Europe. Physical & human geography of Spain. Economic activity. Significance of position on globe. Compare with UK.	Use 8 compass directions and maps in orienteering games.
5/6	UK counties & cities. European countries- Impact of early invaders/settlers.	Locate world countries (Greece and Benin) Significance of position on globe	Local water courses Settlement & land use (gravel & river). Local fieldwork & mapping. Change over time	(Light touch using maps to identify countries involved. Impact of wars on resources & populations)	Use maps to focus on Americas. Physical & human geography of Brazil. Natural resources. Significance of position on globe. Compare with UK	<i>Use compass, 6 figure grid references and ordnance survey in route planning</i>



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Orchard Team (R)1, 2	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
	Events Beyond Living Memory (British)	People that changed the world	Living Things, Their Habitats and Plants	Victorians & Changes within Living Memory	India	Animals & Healthy Bodies
Locational, Place knowledge and Mapping	<p>Y1 Name and locate some places in their locality, (Bleasby) the UK and wider world.</p> <p>Y2 Name and locate significant places in their locality (Bleasby), the UK and wider world.</p>	<p>Y1&2 Locating different countries on maps- linking back to where the different significant people are from.</p>	<p>Y1 Use a simple picture map to move around the school, looking at the grounds and physical features. Making links to animal habitats.</p> <p>Y2 Follow a route on a map To use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment, making links to animal habitats.</p>	<p>Y1&2 Use maps to find the locations of places discussed during the topic e.g. London</p>	<p>Y1 Draw picture maps of places Recognise that a map shows a place.</p> <p>Y2 Draw a map of a real place. Use an infant atlas to locate places, name and locate the world's seven continents and five oceans- with a focus on Asia, (India).</p>	<p>Y1 Use maps in walking and orienteering activities in the school grounds. Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Y2 Use maps and compass points in walking and orienteering activities. Create their own maps. Follow directions- including NSEW.</p>



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Human and physical geography			<p>Y1 Describe animal habitats and features using basic geographical vocabulary</p> <p>Y2 Make observations about features that give places (habitats) their character, making them suitable.</p>	<p>Identify Victorian buildings in Bleasby and those which were built more recently.</p>	<p>Y1 Describe some places (in India) and features using basic geographical vocabulary.</p> <p>Y2 Describe places (in India) and features using simple geographical vocabulary, making observations about those features.</p>	
Geography skills, enquiry, and fieldwork	<p>Y1 Describe some places- where the significant individuals are from and features using basic geographical vocabulary.</p> <p>Y2 Describe places- where the significant individuals are from and features using simple geographical vocabulary, making observations about those features.</p>		<p>Y1&2 Describe some similarities and differences when studying places and features - focusing on different animal habitats. Take note of the weather and how this will change the habitats over the year</p>	<p>Y1 Ask and answer simple geographical questions e.g. what is the same and what is different about life now, and life then?</p> <p>Y2 Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments (Children in Victorian times).</p>	<p>Y1&2 Describe some similarities and differences when studying places and features e.g. hot and cold places of the world (comparing India and the UK)</p>	



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	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Woodland Team (Y3,4)	Early Britain Stone Age to Iron Age	Ancient Civilisations Romans & Egyptians	Living Things, Their Habitats and Plants	Tudors	Spain (with a focus on Costa Blanca)	Animals & Healthy Bodies
Locational, Place knowledge and Mapping	<p>Y3 Name and locate a wider range of places in their locality, the UK and wider world.</p> <p>Y4 Name and locate a wider range of places in their locality, the UK and wider world.</p>	<p>Y3 Name and locate a wider range of places in their locality, the UK and wider world- Italy, Egypt.</p> <p>Y4 Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features, specific to Egypt and Italy.</p>	<p>Y3 Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing different environments and habitats.</p> <p>Y4 Ask and respond to more searching geographical questions including 'how?' and 'why?'- linking to what makes certain environments suitable for different animals and plants</p>	<p>Y3&4 Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information linked to Tudor exploration.</p>	<p>Y3 Name and locate a wider range of places in their locality, the UK and wider world. Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p> <p>Y4 Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Locate places on larger scale maps e.g. map of Europe. Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p>	<p>Y3&4 Use 8 compass directions and maps in orienteering games.</p>



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Human and Physical geography		<p>Y3&4 Use geographical language to describe some human and physical features- River Nile, Volcanoes- Pompeii.</p>	<p>Identify types of land use in Bleasby, particularly looking at farming. Look at Bleasby as a settlement - streets, buildings and facilities.</p>	<p>Know that some new resources were brought into the UK having been discovered by explorers.</p>	<p>Y3 Use geographical language to describe some human and physical features. Make observations about places and features that change over time.</p> <p>Y4 Describe how features and places change Make links between people and environments.</p>	
Geography skills, enquiry and fieldwork		<p>Y3 Identify similarities, differences and patterns when comparing places and features, between the ancient civilisations. Use 4 compass points well, linking to uses of maps in ancient times.</p> <p>Y4 Identify and describe similarities, differences and patterns when investigating different places environments and people- Romans and Ancient Egyptians. Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently- linking to uses of maps in ancient times.</p>	<p>Y3&4 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</p>		<p>Y3 Identify similarities, differences and patterns when comparing places and features (Spain and the UK).</p> <p>Y4 Identify and describe similarities, differences and patterns when investigating different places, (Spain and the UK), environments and people.</p>	



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Forest Team Y5, 6	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
	Vikings, Anglo Saxons & Scots	Ancient Civilisations Greeks & Benin	Living Things, Their Habitats and Plants	WW2	Brazil	Animals & Healthy Bodies
Locational, Place knowledge and Mapping	<p>Y6 Name and locate an extensive range of places in the world including globally and topically significant features and events. Locate places on a world map.</p>	<p>Y5 Name and locate an increasing range of places in the world including globally and topically significant features and events. Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map- linking to how maps were used in ancient times.</p> <p>Y6 Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map- linking to how maps were used in ancient times.</p>	<p>Y5 Begin to use atlases to find out about other features of places, including animal habitats and looking at similarities and differences between them.</p> <p>Y6 Use atlases to find out about other features of places, including animal habitats and looking at similarities and differences between them.</p>	<p>Y5 Name and locate an increasing range of places in the world including globally and topically significant features and events.</p> <p>Y6 Name and locate an extensive range of places in the world including globally and topically significant features and events. Locate places on a world map.</p>	<p>Y5 Name and locate an increasing range of places in the world including globally and topically significant features and events. Compare maps with aerial photographs.</p> <p>Y6 Name and locate an extensive range of places in the world including globally and topically significant features and events. Locate places on a world map. Use atlases to find out about other features of places.</p>	<p>Y5&6 <i>Use compass, 6 figure grid references and ordnance survey in route planning</i></p>



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Human and Physical geography		<p>Y5&6 To understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Y5&6 Demonstrate understanding of how and why some features or places are similar or different, looking at how and why living things (including plants) can be found in different places.</p>	<p>Y5 Demonstrate understanding of how and why some features or places are similar or different and how and why they change (before, during and after the war). Y6 Explain some links and interactions between people, places and environments.</p>	<p>Y5 Use geographical language to identify and explain key aspects of human and physical features and patterns Identify links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</p> <p>Y6 Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments.</p> <p>Y5&6 To describe and understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	
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Geography skills, enquiry, and fieldwork			<p>Y5&6 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</p>	<p>Y5 Ask and respond to questions that are more causal e.g. Why is that happening in that place? (Evacuation, rationing). Recognise geographical issues affecting people in different places and environments.</p> <p>Y6 Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and</p>	<p>Y5 Express and explain their opinions on geographical and environmental issues (such as deforestation) and recognise why other people may think differently.</p> <p>Y6 Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events (Fairtrade, Palm oil).</p>	
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