

Dovecote Primary Geography Progression Map

Substantive Knowledge, Procedural Knowledge, Key Vocabulary

Nursery	Location	Place	Human and Physical Geography	Geographical skills and fieldwork
Substantive Knowledge	To know the places where animals live e.g. woods, farm To know the terms 'forest' 'woods' 'woodlands'	To know some features around us (both human and physical) To know physical features in a forest I can talk about features I have observed	To know the difference in objects that are around me To know that it is light in the day time and dark at night To know the term 'weather'. To know different types of weather. Sun, rain, cloud, wind	To know small world animals such as farm animals To know and use positional language I can play and interact with small world models with others? I can apply positional language (Bee Bots)
Procedural knowledge	I can draw a place where an animal lives E.g. bear in a woods.	Vocab (human and physical features taught) e.g. trees, hills, home, school, playground, field, forest, branches	I can identify patterns E.g. day and night, hard and soft, big and small I can identify different types of weather when going outside	Vocab Farm, barn, field, pen, fence (range of animals)
Vocabulary	Vocab Animals, woods, farm, forest, woodlands (physical features covered)		Vocab Sunny, Windy, Cloudy, Stormy, Rain, Snow, Rainbow, weather, day, night, time, Range of vocab for different jobs for people who help us. E.g, Vet, Shop keeper, Teacher, Policeman, Doctor	

Reception	Location	Place	Human and Physical Geography	Geographical skills and fieldwork
Substantive Knowledge	To know where I live (Nottingham, Clifton) To know what 'local' means	To begin to know and understand the term 'features' To name features in our local area	To know different types of weather To identify different types of weather on different days To know and understand that weather is always changing To know that people can predict the weather	To know and name a range of creatures that live in different parts of the world (Mainly sea creatures. Arctic/Antarctic animals) To know what a map is
Procedural knowledge	I can say what they like about their local area I can sort things they like and don't like I can ask a question about my own locality (school, home, local park)	I can identify key features on a local walk, e.g. post box, park, school, bus stop I can compare my home to someone to a friends and notice what is the same/different I can compare how people from different places dress – cultures	To know what 'litter' means To know where 'litter' should go To know that different materials go in different bins To begin to understand the term recycling I can choose appropriate clothes for the time of year, e.g put on coat, hat and gloves when they go out to play in the winter I can talk about the weather they can see and experience I can explain why they need certain clothes when they go outside at different times of year I can answer questions about the weather I can identify changes in the weather I can begin to sort different litters to recycle objects	I can identify their home on Google Street view I can recognise known places in their local area on google maps I can identify and record features within our local environment as a group I can communicate what I have observed
Vocabulary	Vocab Nottingham, Local, Area, City, Park, Roads, Public, Houses, Flats, Trams, Transport	Vocab Nottingham, Local, Area, City, Park, Roads, Public, Houses, Flats, Trams, Transport	Vocab Rain, Sun, Cloudy, Hot, Cold, Temperature, Snowy, Icy, Stormy, Rainbow, Weather	Vocab Creatures, animals, habitat, live, arctic, Antarctic, sea, ocean (range of animals) Map, search, place

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas						
Location	To know the four countries that make the British isles	To know there are seven continents in the world.	To know what a hemisphere and an equator is.	To know a wider range of European countries, including Switzerland and Austria (link to year 3- Italy/Rome)	To know counties, cities & regions of the UK – referring to key physical features particularly in Scotland (linked to Macbeth)- link to year 1 and 2)	To know what a 'tropic' is.
Substantive knowledge	To know the river running through each country.	To know that a continent is different from a country.	To know particular countries and capital cities within Europe. Including Italy/Rome	To know a range of countries within the continent of Asia (Link to year 2 continents)	To know the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere, and the polar circles	To know what time zones are and why this comes about and give examples.
Procedural knowledge	To know that we live in England and know where it is on a world map.	To know the seven continents.	To know what the term 'pole' is when talking about the world and know that the Arctic is the north pole and Antarctic is the south pole.	To know that volcanoes exist and name countries with active and dormant volcanoes	To know how the position of countries in relation to the equator affect temperature/climate	To know the meaning of latitude and longitude
Vocabulary	I can locate the four countries which make the British Isles and know the main river running through each country I can analyse the similarities and differences in my immediate environment Vocab England, Ireland, Scotland, Wales, British Isles, United Kingdom, River, Thames	To know the five oceans. To know the differences between continents based on size and position in the world. To know which continent we are in and our surrounding oceans/seas. I can use a globe to locate and name the seven continents of the world and make comparisons I can locate the five oceans on a globe and various maps I can locate Jamaica and other countries on a globe Vocab Continent, Country Europe, Asia, Australia, South America, North America, Africa, Antarctica, Pacific, Atlantic, Indian, Southern, Arctic, ocean	To know what an arctic circle is I can identify in which hemisphere key countries are using a globe I can locate countries within Europe (including Italy, parts of Russia and countries relevant to the Vikings) on a globe and map I can identify the capital cities within particular European countries on a map I can locate the Arctic and Antarctic circle? – linked to Pugs of the frozen north. Vocab Equator, divides Northern/ Southern Hemisphere, Continent, Europe, Russia, Germany, United Kingdom, France, Italy Spain (other countries and their capital cities)	I can locate different European countries (including Switzerland and Austria) on a range of maps/globes Use a range of resources to locate. I can locate other parts of the world such as Asia and its countries using maps and globes. I can locate volcanic islands on a map/globe Vocab United Kingdom European, Countries Europe, Switzerland, Austria, Asia (range of countries within Asia) volcano (range of chosen volcanic islands), hemisphere, equator	I can locate the equator on a globe I can locate the UK on a map I can locate the countries of the UK I can locate the capital cities within the UK I can locate other parts of the world such as Sri Lanka and the Philippines Vocab United Kingdom, England, Scotland, Wales, Northern Ireland, British Isles, Great Britain, Equator, divides Northern/ Southern Hemisphere Half, Polar circles Arctic, Antarctic	I can identify longitude and latitude lines on a globe or diagram and explain the difference I can draw longitude and latitude lines on a globe diagram I can identify which countries are in different time zones Vocab Latitude, Longitude East-west direction North-south direction Degrees, Climate zones Tropic of Cancer Tropic of Capricorn Equator, hemisphere, Time zones, North America, South America
Place	To know what 'climate is' To know how climate and 'temperature' is different To know the countries in the UK and know London is the capital of England.	To know that Nottingham is a town in England. To know how the features in Nottingham are different to those in Jamaica. To know human and physical features of two contrasting countries.	To know the type of climate we have in the UK and why. To know and explain the type of climate in the Arctic. To know the key human and physical features of the Arctic	To know key physical features of Switzerland E.g. The Alps To know key physical features of Austria E.g. Various mountains To know how the physical environment has influenced the human and physical features in different parts of the world. (UK- year 1 and 2, Arctic- year 3)	To know where the Philippines is on a globe. To know where Sri Lanka is on a globe. To know which hemisphere the Philippines is in, To know which hemisphere Sri Lanka and the UK are in.	To know key landmarks within a chosen area of the UK and why it is significant. To know key features of America. E.g. mountains and deserts. To know how oil and natural gas are produced in America.
Substantive knowledge	To know and explain where Africa and Antarctica is on a globe.	I can compare the human and physical features of Skegness and parts of Jamaica I can use my experience of Skegness to explain how it may be different to Jamaica I can answer geographical questions about the location of Jamaica on a globe I can use my knowledge of the two areas to explain what it is like to live there	I can compare the climate of the Arctic to the UK I can compare its human and physical features I can look at temperature patterns and identify trends I can discuss the difference in living conditions compared to the UK	I can make comparisons between the physical features of the UK, Switzerland and Austria I can form opinions about where I would like to visit based on the human and physical features of each place	I can compare urban areas (London) to areas in the Philippines I can compare the UK to Sri Lanka Looking at human and physical geographical features as well as climate. I can compare population, living conditions, poverty	I can explain the similarities and differences between human and physical geography of a region of the United Kingdom and North/South American regions I can carry out research about a particular feature within a studied area
Procedural knowledge	To know what features there are in Clifton. E.g. churches, houses, post office, flats To know that our school is in Clifton. To know that Clifton is a town in Nottingham.					
Vocabulary	I can compare the different temperatures and climate within the UK I can compare the temperatures and climate of Africa and Antarctica I can suggest appropriate clothing when looking at climate I can problem solve by creating solutions when surviving in the Savannah Vocab Climate, United Kingdom, London, England, Africa, Antarctica, globe, world (range of human and physical vocabulary) Nottingham, Clifton, town	Vocab Beaches, Coast Skegness, Jamaica (other key vocabulary of human and physical geography in Jamaica and Skegness)	Vocab Climate, United Kingdom, hot, mild, cold, Arctic (range of features in the Arctic)	Vocab Switzerland, Alps, mountains, landscape, Austria (other key features of each place) environment	Vocab Philippines, Sri Lanka, hemisphere, equator, United Kingdom	Vocab United Kingdom, landmarks (range of chosen landmark names) North America, South America (range of features e.g. mountains, deserts) natural, gas

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Human and Physical Geography	To know that we have four seasons, Autumn, winter, spring, summer. To know that the temperature changes throughout the seasons and to use this to identify which season it is.	To know what 'climate' is and how our climate differs in others parts of the world E.g. Jamaica and Nottingham. Link to pirate topic and explorer theme. To know what the equator is To know that Jamaica is a hot country with a 'tropical climate' and say how it is different to Nottingham. To know features within our local area (flower park) To know how our behaviour effects the environment around us To know features within our local area (school grounds) I can analyse the weather patterns in our contrasting parts of the world I can make predictions about the weather I can compare the climate of Jamaica and the UK I can use my knowledge of the different climates to suggest how living conditions would be different in parts of the world I can give my opinion about where I would prefer to live and why I can suggest actions to take to improve our environment	To know what 'climate zones' are Polar, temperate and tropical To know the term 'settlement' To know how settlements were formed (linked to Vikings) and how the land was used. To know examples of biomes and know what their purpose is E.g rainforest, desert, tundra, grasslands To know the physical features a biome (rainforest) and draw comparisons with a range of others I can explain the temperature/climate difference when looking at the positioning in the world. Look at equators. I can discuss how a biome is relevant to our forest focus (Tin forest) I can talk about settlements and land use relevant to our Viking topic Vocab Settlement, Site, Villages, Towns Regions, Cities Population, Rural Urban, agriculture Census, Land use Biomes, forest Temperate, tundra grasslands	To know the process of the 'water cycle'. To know how humans are effecting climate change. To know examples of significant climate change around the world To know what an island is To know some volcanic islands and explain how these are formed. To know what a volcano is and name volcanoes around the world To know the terms 'active' and 'dormant' and explain the difference. I can demonstrate the water cycle using models and equipment I can predict what effect it would have if the water cycle was disrupted I can suggest actions that we could do to solve problems relating to climate change I can problem solve to improve an effect relevant to our lives I can compare different volcanic islands Vocab Water cycle, Evaporation Transpiration Condensation Solid, Liquid, gas volcano, desert, geography, ocean, rainforest, climate, population, temperate, tropical, Magma, Dormant Active, Volcanic Molten, Ash cloud Eruption, Mantle	To know key human and physical features of Scotland E.g. lochs, glens, Bell Rock lighthouse To know key features of Sri Lanka E.g. waterfalls, rock fortress To know the key features of the Philippines To know the structural elements of a river how it is different from other bodies of water. To know the structural elements of a volcano and famous disasters around the world. To know that the longest river in the world is the Nile. To know what an earthquake is and how they are caused. To know a recent earthquake that has occurred and the impact related to this To know the terms 'longitude', 'latitude', 'tropics' and 'time zones'. I can compare the human and physical features in the UK to other parts of the world such as Sri Lanka I can compare urban and rural areas around the world? London and Philippines I can solve problems about time zones and travel Vocab Aftershock, Epicentre Foreshock, Mainshock, Magnitude Microquake Richter scale Seismologist, Tremor Tsunami Forest Woodland, Nature Naturally occurring Source, Bank, Floodplain, Erosion Meander, Upstream Mouth, Valley downstream Magma, Dormant Active, Volcanic Molten, Ash cloud Eruption, Mantle Equator, divides	To know the distribution of natural resources, including energy, of the key places that I study To know what 'minerals' are To know what 'trade' means in relation to water, food, minerals and natural resources To know what 'fair trade' is and be able to discuss products involved in fair trade. To know the benefits and disadvantages of trade. To know what the economy is To know what a vegetation belt is I can use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc I can present information from research about the benefits of fair trade I can contribute to a debate about a variety of topics including trade and the economy Vocab Settlement, land use Economic, natural Energy, foods Minerals, distribution human and physical geography globalisation, import trade, fair trade global supply chain, export, vegetation belt Latitude, Longitude East-west direction North-south direction Degrees, Climate zones Tropic of cancer Tropic of Capricorn Equator, Time zones Biomes, Natural, Aquatic, Desert, Forest, Grassland Rainforest, Tundra
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Geographical skills and fieldwork	To know what a map, atlas and globe are. To know what an aerial photograph is	To know the difference between aerial maps, road maps, treasure maps. To know why people may need to use a map, atlas, globe, compass To know and explain a journey from one point to another using a four point compass. (link to year 1 compass point names)	To know the 8 points on a compass. North east, North west, South east, South west, north, south, east, west To know how to use the 8 point compass to locate different areas of the UK. I can use maps, globes, atlases to locate countries and describe features studied I can use digital and computer mapping to locate countries and describe features studied I can use the eight points of a compass to build my knowledge of the United Kingdom and the wider world Vocab Compass, North east, North west, South east, South west, north, south, east, west, 8 point, navigation, direction	To know how a four figure grid reference works differently to compass points. (link to year 3 compass points). To know the 8 points on a compass and understand how to use both compasses and grid references to locate different areas of the UK or another part of the world. I can use the four figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world I can use maps, symbols and keys to build my knowledge of the United Kingdom and the wider world I can use an 8 point compass to navigate I can problem solve and create journeys using 8 point compass directions Vocab Four figure grid reference, coordinate, navigate, compass points (all 8 points of a compass) locate	To know how a four figure grid reference and six figure grid reference works differently to compass points. (link to year 4) To know how digital and computer mapping has evolved over time. I can use the four figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world I can begin to use a six figure grid reference I can use atlases to locate countries and describe features studied I can use digital and computer mapping to locate countries and describe features studied I can use a four and six figure grid reference Vocab Four figure grid reference, coordinate, navigate, compass points (all 8 points of a compass) locate Six figure grid reference, Horizontal, Axis Vertical, Eastings Northings, Coordinates	To know and explain why they have chosen a particular method of navigation to reach different destinations. To know how to record results on graphs, charts and tables and explain their findings. I can lead and cooperate as a team when carrying out fieldwork I can organise a group fieldwork activity I can record results from fieldwork using a range of visuals E.g. graph, chart, table I can use the six figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world Vocab Four figure grid reference, coordinate, navigate, compass points (all 8 points of a compass) locate Six figure grid reference, Horizontal, Axis Vertical, Eastings Northings, Coordinates, destination, graph, chart
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Vocabulary	Vocab Weather (sunny, rainy, windy, snowy etc.) Seasons (winter, summer, spring, autumn) Sun, sunrise, sunset, Day, length Weather, Temperature, Thermometer, Spring Seasons, Growth Melting, Vegetation Warmer, climate, City, Town, Village, Factory, Farm, House Office, Shop Environment, School Man-made, Natural, flats. Locate, Route Map, Directions Semi-detached, Detached, Terraced, mild, hotter, cooler, temperature, degrees, celsius	Vocab Flower park, Public area, climate, mild, hot, moderate School grounds, Human geography Physical geography Man-made, Natural Nature, Environment Brook Beaches, Coast Nottingham, Jamaica (other key vocabulary of human and physical geography in Jamaica and Nottingham)	Vocab Settlement, Site, Villages, Towns Regions, Cities Population, Rural Urban, agriculture Census, Land use Biomes, forest Temperate, tundra grasslands	Vocab Water cycle, Evaporation Transpiration Condensation Solid, Liquid, gas volcano, desert, geography, ocean, rainforest, climate, population, temperate, tropical, Magma, Dormant Active, Volcanic Molten, Ash cloud Eruption, Mantle	Vocab Aftershock, Epicentre Foreshock, Mainshock, Magnitude Microquake Richter scale Seismologist, Tremor Tsunami Forest Woodland, Nature Naturally occurring Source, Bank, Floodplain, Erosion Meander, Upstream Mouth, Valley downstream Magma, Dormant Active, Volcanic Molten, Ash cloud Eruption, Mantle Equator, divides	Vocab Settlement, land use Economic, natural Energy, foods Minerals, distribution human and physical geography globalisation, import trade, fair trade global supply chain, export, vegetation belt Latitude, Longitude East-west direction North-south direction Degrees, Climate zones Tropic of cancer Tropic of Capricorn Equator, Time zones Biomes, Natural, Aquatic, Desert, Forest, Grassland Rainforest, Tundra
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