

Geography Progression

		Enquiry – Key Questions	Place Knowledge Locational Knowledge	Human and Physical Geography	Map Work	Fieldwork
EYFS	Let's Explore Build it up	Where is St. Mary's?	<p>Explore the school area- take photographs of the school grounds and classrooms- route around</p> <p>Bridport is a town/Dorset-county/UK-country-google earth and teacher to locate on UK map- repeat.</p>	<p>Bug hunt/nature walk of the school- create a nature table for the children to describe and label natural objects</p> <p>Compare and contrast pictures of inside the school grounds and the walk around- what is the same and what is different?</p> <p>Drawings and observations of animals in the school grounds</p>	<p>Draw story maps of well-known stories to familiarise children with routes and visual representation of journey.</p> <p>Draw a class route on a roll of paper and place pictures of places visited on the walk around the school.</p> <p>Show Bridport/Dorset on a class map of the UK</p>	Visit around the school grounds and around the school- a loop of the roads around the school
	Magnificent Machines Puppets and pop ups		Weymouth beach Punch and Judy show			
	Long Ago Stories		Heritage- when exploring family trees and where family is from- link into place knowledge and maps- where there is a link			

	Ready Steady Grow	Which animals provide which foods?	Farms- recognise farm animals and farm machinery	Explore the world around them through fruit- which fruits grow in England?- Compare and contrast with other countries Handa's surprise? Describe the environment around them- where can Rosie go on a walk? Make observations of the world Draw pictures of animals and plants- Farm animals Understand the seasons and life cycle of a frog Match the weather to the appropriate seasons	Map of the world- begin to add in which fruit comes from the UK and which from other locations in world	Visit to Washing pool Farm
	Signs of Spring		Look for signs of Spring In the environment- under			
	Animal Safari					
	On the Beach					
Year 1	Paws Claws and Whiskers (2)	Use resources provided and their own observations to respond to and ask their own questions about places	Name the 7 continents Directional language <i>near and far</i> Equator – <i>identify animals that live near the equator or far from the equator</i> Poles Revisit Bridport/Dorset/England/UK		Floor maps, Maps and infant atlases to identify the continents. Use their own and some agreed symbols on an imaginary map. <i>Aerial photo of the guinea pig enclosure</i>	Site visit to school guinea pigs

	Moon Zoom (2)	Investigate their surroundings Make observations about where things are.	Near/Far Left/right Find continents from photos from space and on a globe Equator/Poles Revisit Bridport/Dorset/England/UK		Use globes . Identify continents 4 point Compass directions North South East West	
	Dinosaur Planet (1)	How are we connected to the places we learn about?	Name continents (locations of animals at risk of extinction) Revisit Bridport/Dorset/England/UK		Maps/Atlases/globes	
	Childhood (1)		Similarities and differences between 1950s Bridport Town Centre and now. Revisit Bridport/Dorset/England/UK	Physical and Human features Town, hill, shop, road, tree, river, house.		Recognise a photo taken as a record of what they have seen. Walk into town (on the way to the museum) and talk about what we can see – then take a picture from the centre of town – to use to compare to 1950s picture.
	Splendid Skies (4)		Name the countries of the UK and the surrounding seas	Name weather types: sun, rain, snow, cloud, fog and wind. Name extreme weather types: storm and flood Name the four seasons	Make simple weather symbols and use to describe the weather each day. Identify UK countries on a map	Nature treasure walk to search for seasonal signs – observe weather on daily basis
	Bright Lights Big City (9)		Name the countries of the UK Name the capital cities of the countries in the United Kingdom Discuss photos of London and compare features to Bridport (have they been, do they have any links to London?) Compare and contrast Santo Domingo in the Dominican Republic (school global connection)	Identify common physical features in the UK and identify those found locally. Use geographical vocabulary to describe features of London	4 points of the compass. North/East/South/west Aerial Photos – looking at places from above. Which are Bridport/Dorset, which are London – how do we know?	Identify human and physical features in our local area
Year 2	Muck Mess and Mixtures (0)		Generate their enquiry own questions.		Know what foods are grown seasonally (revisit seasons)– link to sustainability.	Identify on maps ,where a variety of fruit and vegetables come from (food miles link)
	Street Detectives (8)	Describe the features from their field trip and talk about their preferences. Compare old and new maps of Bridport – what has changed over		Identify human and physical features of Bridport (aerial photos, and fieldwork) – collecting data about human features – recording in a table	Explore aerial images of the local area – oblique and vertical – looking at the town across 3 different time periods	Use simple field work and observational skills to study the geography of the school and its grounds and the key human and

			<p>time (eg homes and shops)? Compare and contrast. Visitor to discuss differences between school on its previous sites and now.</p>	<p>and analysing results – which features are most common – why might this be?</p> <p>Collect traffic data to answer questions about the local environment.</p> <p>Identify ways to improve the local environment – eco link</p>	<p>Make maps of familiar routes – with a simple key (of agreed common symbols.....) – sketch map of route to school</p> <p>4 points of the compass</p>	<p>physical features of its surrounding environment. Folly Mill lane in Bridport to compare for old and new (rope making history). West street – rope making alleys, change of use pubs. King Street Car park bombing history. Visit to local leisure centre – survey users. Describe the centres size, location and function in the local community</p>
	Wriggle and Crawl (1)				<p>Use aerial photos and plan perspectives to go on a mini best hunt and recognise landmarks and basic human and physical features. Make their own map of their mini beast hunt and use a key to indicate features and plot their route.</p>	Minibeast hunt
	Magnificent Monarchs (1)		<p>Knowledge of globally significant places – Royal residences around the UK (discuss any personal knowledge)</p>		<p>UK Map – and name countries of the UK (revisit capital cities) Read keys on maps.</p>	
	Coastline (9)		<p>Locate 7 continents/countries of UK/SEAS/OCEANS</p> <p>Westbay now and in the past – compare and contrast</p> <p>Identify reasons that tourists visit Westbay – create a persuasive leaflet.</p> <p>Discuss the role of the RNLI and sea safety</p>	<p>Identify coastal features (both human and physical)</p> <p>Understand the processes that give rise to features and how these are interdependent (coastal erosion and west bay defences).</p>	<p>Coastline map – compass points to find coastal locations and compass directions from one to another. Read a key to look at features on a coastal map (Westbay)</p> <p>Find and locate lifeboat stations in the UK using maps</p>	<p>Coastal Visit – discovery centre</p> <p>Human features of a coastal town – compare Westbay to Whitby</p>
	Scented Garden (2)		<p>Compare and contrast flora and fauna of the rainforest with our local area.</p>		<p>Identify rainforests in the Dominican republic and identify flowers plants that grown there.</p>	<p>Community Walk – using aerial photos and a map to find the orchard and church garden Recap key</p>
Year 3	Through the Ages (5)		<p>Trade –nomadic people- impact of seasons on settlement.</p>	<p>Types of settlement/land use/economic activity an</p>	<p>Migration of people – identifying countries and routes. Trade links</p>	<p>Hill fort field trip (Eggardon hillfort, Dorchester Museum Maiden Castle)</p>

		Counties - Dorset	tradelinks/distribution of natural resources (Physical aspects of hillforts and settlements Beaker folk arriving Importance of land features in settlement) Stonehenge, barrows, hillforts	Aerial views of hillforts and map work – to find and record human and physical features	
	Urban Pioneers (6)	Comparison of different sized towns, survey of Bridport town uses Bridport/Weymouth/Bournemouth looking at the economy/business types. Present and discuss their data as tally and bar charts Night time photography showing clusters of settlements	Create their own ideal village/town/city – drawing their own grid map with key features and key – create in 3D	Map of Europe –zooming in to Berlin Ordnance survey maps – 4 figure grid references <i>Link to maths –turns and grid references</i> <i>4 points of the compass</i> Sketch Maps – physical and human features represented by conventional symbols exemplified on ordnance survey maps	Local area study – urban art Visit sorting office/estate agents/arts centre or electric palace
	Fantastic Forces (0) Predator (2)	Peregrine Falcon – locate which continents where it is found, habitat, how it's colonised urban landscapes as well as coastline. (Focus on north and South America as continents and the countries within them)		Map of the world – location of iron ore deposits	
	Rocks Relics and Rumbles (9)	Latitude and longitude Prime Meridian & Equator Time zones	Structure of Earth's layers Plate tectonics	Identify plate boundaries on world map Location of volcanoes – Ring of Fire	

			<p>Northern and Southern hemispheres</p> <p>Seas and Oceans</p>	<p>Features and location of volcanoes. <i>(Earthquakes and Tsunamis)</i></p> <p>3 types of rock found in the earth's crust and ways they are used</p>	4 points of the compass	
	Emperors and Empires (2)			<p>Volcanoes – Pompeii (revisit volcano knowledge)</p> <p>Why people move settlements.</p>	Europe (migration and movement of people within Europe and the UK)	
Year 4	Playlist (4)			<p>Origins of music traditions and the influence of music on culture (link to change over time and interdependency)</p>	<p>Location of the continents (Africa/Australasia/Europe/North & South America)</p> <p>Migration – music moving from Africa to both North and South America and the blues and samba (slave trade movement)</p>	
	Misty Mountain Winding River (17)		<p>Location of continents and mountain ranges (famous/highest mountain on each continent) on each continent</p> <p>The different countries that make up North America & land ownership</p> <p>River features – upper course, middle course, lower course, meanders, ox bow lakes Valleys.</p>	<p>Link to the tectonic plates on the west coast of North and South America how mountains are formed and the different types in the Americas, Himalayas and the Alps Mount Kilimanjaro</p> <p>Physical geography- Water cycle</p> <p>Places of spiritual significance within cultures eg Holy Mountains and Holy ceremonies around</p>	<p>Location of the Andes as the longest mountain range – and mapping the countries in south America that it spans</p> <p>North America – Sierra Nevada and the Rockies</p> <p>Location of major rivers on each continent – The Nile, The Mississippi, The Amazon, The Yangtze River, Danube, The Ganges</p> <p>Location of highest peaks in the UK and the Severn and Thames and the Trent. Rivers in Bridport. Tributaries joining in</p>	<p>Bothenhampton hill – link to maps and contour lines.</p> <p>River Brit – using aerial views to walk and track along the river. Weir and Mill</p> <p>Floodplain</p>

				<p>rivers. Cultural significance eg Native American Mount Dinali renamed</p> <p>Settlement around rivers.</p> <p>Human uses of rivers – weir and water wheel for the mill in Bridport</p> <p>Physical geography – delta, floodplain, river mouth. Dredge. Altitudinal line</p>	<p>the town (very close to the school) Simene, Brit, Asker.</p> <p>4 figure leading to 6 figure grid references</p> <p>Contour lines (on basic maps and on OS maps of Bridport)</p> <p>Aerial views</p>	
	Gods and Mortals (3)		<p>Locate Mount Olympus – spiritual significance</p> <p>City States – Athens, Sparta,</p> <p>Seas – Ionian sea, Aegean Sea, Mediterranean</p>	<p>Movement of people across the Mediterranean over time. Governing of place.</p> <p>Battle of Marathon (location).</p> <p>Land use – farming.</p>	<p>Greece and Greek Islands, Crete (Palace at Knossos), Turkey, Italy, middle east.</p> <p>Create map of City States – Athens, Sparta, Argos, Corinth</p> <p>Plot journeys include a key and grid references</p>	
	Burps Bottoms and Bile (0)					
	Traders and Raiders (5)		Significance of the city of York		<p>Maps of the UK and Europe – movement of peoples from Europe (Scandinavian countries, France)</p> <p>Make sketch maps of Britain – including rivers, estuaries, mountains, main cities. Anglo Saxon kingdoms and towns where name were derived from the Anglo Saxon name. Identify</p>	

					<p>countries from which the Viking raiders came – create sketch maps. Wessex and where Dorset is within this.</p> <p>8 Points of the compass</p> <p>OS maps and keys to locate key historical sites (focus on southwest England) Counties of southwest England</p>	
	Blue Abyss (6)		<p>Identifying: Mid-Atlantic ridge Mt Kua? Marianna trench</p> <p>Retrieval of Longitude and latitude, hemispheres Identification of the Tropics of Capricorn and Cancer Equator</p>	<p>Physical features of the oceans- ocean zones specifically- Marianna trench</p> <p>Physical features- retrieval of Mountains/ Hawaii- Mt Kua? Mountain under the sea- map of ocean floor and mountain ranges</p> <p>Coastal erosion</p> <p>Human- use and impact on the oceans Overfishing Global warming Oil spills Retrieval: Trade and settlement</p>	<p>Map of the oceans- pacific, Atlantic, Indian, Southern and Artic Uk seas Europe Seas Mediterranean sea</p> <p>Identification of ridges and trenches on world maps Coral reef identification- maps/atlases/globes</p> <p>Longitude and latitude, hemispheres Identification of the Tropics of Capricorn and Cancer Equator</p>	<p>Retrieval from year 2: Impact of tourism on West Bay – field trip and collect data – analyse data –litter and the beach?? Durdle Door- further afield Harry rocks- Swanage Coastal features-erosion (long term future plan- Swanage residential)</p>
Year 5	Pharoahs (3)		<p>Importance of the river Nile Tributaries (and the countries they run through). Cairo as capital city – reasons for its</p>	<p>Impact of flooding of the Nile on settlements and farming</p>	<p>Locate Egypt – bordering countries and Mediterranean</p>	

			location by the river. City photographs (to challenge stereotypes or misconceptions). Other settlements along the Nile.	Identify key landmarks. Tourism in Egypt and its importance to the economy. (Link to the importance of tourism in our area). Discuss the climate zone in which Egypt is situated and the impact of impact on daily life.		
	Stargazers (1)			Earth's atmosphere and the impact of climate change	Aerial Photos – weather patterns and natural events eg hurricanes, volcanoes, flooding from space	
	1066 (1)		Retrieval of 5 oceans and the surrounding seas (what seas did Anglo Saxons travel across). Retrieval of key countries in Europe UK- How the Celts fled to the hills, why A/S and Vikings preferred lower lands. Retrieval on Wessex and origins of the word Bridport (an Anglo Saxon word meaning market town)	Identify the highest points in Dorset. (retrieval of key knowledge on mountains and rivers topic yr4)	Use ordinance survey (6 figure grid references) – identify castles Use ordinance survey maps to identify a good location for a castle in Bridport local area.	
	Tudors (1)			Compare maps from Tudor and modern London.	Locate River Thames – key historical places in London eg Tower of London, Anne Boleyn's resting place,	
	Sow Grow Farm (10)		Dominican republic study Environmental regions or biomes/climate biology and soil types	Farming in the UK – seasonality and link to sustainability	6 figure grid references – locate Washingpool, Denhay, Tamarisk, Bothen Hill, Springtail Farm Food miles – mapping the food we eat and where it comes from	Visit a farm - Tamarisk farm, – soil types, seasonality, connections to sustainable farming

	Alchemy Island (4)			Gold production and other minerals in Dominican Republic. Trade	8 points of the compass and 6 figure grid references Use coordinates to plot routes and human (& physical) features they pass.	
Year 6	A child's War (2)		Location of key ports in England – the importance of ports to the economy.		European focus – countries involved in the war. Focus on the UK- counties of England – evacuation locations – distance from Bridport – compass references	
	Tomorrow's world (0)					
	Frozen Kingdom (10)		Retrieval of Longitude and latitude, hemispheres Tropics of Capricorn and Cancer Equator Poles and Polar regions – study of polar oceans/polar landscapes Impact of climate change on polar ice caps	Physical and Human geography of the Arctic: tundra, arboreal forest, habitats of animals Natural Resources – interdependence of countries for resources Climate zones/ Biome- Tundra Comparing and contrasting different climates Comparing different oceans –using google maps to analyse data	Climate zone map work	Collecting data from secondary sources on landforms and oceans. Analysis of sources and their relevance.
	Darwin's Delights (4)		Revisit equator, longitude, latitude, northern hemisphere, southern hemisphere. How to get there using different modes of transport. Comparing to travel and time taken in the past. (hard to plot)	Tourism focus – finding out about weather conditions, best times of year to visit, language, places to stay on the Galapagos islands, currency.	Plot routes using 8 compass points– islands visited and use scale maps to estimate how far he travelled in total. Also identify continent and nearby countries. Sketch map of islands,	

			<p><i>the distance only able to do basic estimation – need to ask colfox for advice on the atlas or maps we need to do this or if they think estimation is fine)</i></p>	<p>Negative impact of tourism – how this is managed – eg coral reefs</p>		
	Bloodheart (0)					
	Hola Mexico (10)		<p>Comparative study. Surrounding countries, seas, revisit hemispheres.</p> <p>Research the Chihuahuan Desert – plant life, animal species, climate and different parts of desert eg tundra where greater biodiversity. What is a national park – Dartmoor and desert as wild places – similarities and differences</p> <p>Research – why did the Mayans survive for so long? – access to water and trade, settlers. Adding physical features to maps, bays, lakes, mountains</p>	<p>Explain physical and human features – using satellite images of Bridport and Mexico city and one of west bay and seaside town in Mexico</p> <p>Daily life in Mexico – schools, city schools, faith schools, clubs available. (challenging stereotypes) Then life in a rural school. Compare similarities and differences with how children live their lives. What do children do with their spare time?</p>	<p>Sketch maps Include a range of thematic maps (ask colfox) Include (revisit) natural resources eg coal, population maps, climate maps</p> <p>Comparing current maps to Mayan maps to locate Mayan cities.</p>	