



Progression of Key Schematas from EYFS – Year 6

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
○ Continents and Oceans ○ Countries and Capital Cities ○ Significance of	○ Contrast (similarities and differences) ○ Areas/regions ○ Environmental Issues	○ Human features ○ Physical features ○ Weather	○ Map skills ○ Compass points ○ Directional language ○ Fieldwork

Key Schemas		EYFS	KS1 (Y1 and 2)	Lower KS2 (Y3 and 4)	Upper KS2 (Y5 and 6)
Locational Knowledge	Continents and Oceans	Know that there are some places which are always cold through stories and non-fiction books.	Name and locate the 7 continents and 5 oceans on a map and in an atlas with support. Know which continent in the largest, smallest and the one we live in. (Y2)	Locate 7 continents and 5 oceans on maps, atlases and globes more confidently. Know the order of continents from largest to smallest. Know in which continent the region being studied is located – and approximate population size. Know which oceans surround continent being studied.	Confidently locate the 7 continents and 5 oceans on maps, atlases and globes of differing orientation. Know the order of continents and oceans from largest to smallest. Know which oceans surround continent being studied – and the significance of this to the weather. Know in which continent the region being studied is located – and approximate population size.
	Countries and Capital Cities	Know that there are some places which are always cold through stories and non-fiction books.	Name, locate and identify characteristics of the 4 countries and capital cities of the UK (Y1 &2) and the surrounding seas (Y2).	Name, locate and identify counties within the UK. Name, locate and identify countries in Europe – with corresponding capital cities and surrounding seas.	Name, locate and identify countries in North and South America – with corresponding capital cities and surrounding seas.
	Significance of	Significance of where we live and our community and the people that live there and what they do. Significance of our school and the people in it.	Significance of equator in relation to weather and temperature in countries studied (UK and Serekunda in Africa).	Significance of equator, Northern and Southern Hemisphere, in relation to weather and temperature in countries and regions studied.	Significance of equator, Northern and Southern Hemisphere, in relation to weather and temperature in countries and regions studied.

				Significance of latitude and longitude, Tropics of Cancer, Arctic Circle in countries and regions studied.	Significance of latitude and longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in countries and regions studied.
Place Knowledge	Contrast (similarities and differences)	Comparing similarities and differences between where we live and life in cold countries. Comparing different religions and cultural communities and their celebrations. Comparing how the world looked before humans were alive (during the dinosaur period).	Similarities and differences of a hot and cold place (Y1). Similarities and differences of a local area (Blackburn) to a contrasting non-European country (Serekunda in Africa) Y2.	Similarities and differences of human and physical features of a region in the UK in comparison to Blackburn (Y3). Similarities and differences of human and physical features of a region in Europe in comparison to the UK and Blackburn (Y4).	Similarities and differences of human and physical features of a region in North and South America in comparison to European countries and the UK. Debate global issues using knowledge learnt and comparing the problem to other parts of the world.
	Areas and Regions	Focus on our own community and who lives here Know that there are some places which are always cold through stories and non-fiction books.	Small area of the UK studied (Blackburn) and a contrasting non-European country (Serekunda in Africa).	Physical and human geography of a region in the UK and in Europe. Understand different settlement types within a region and how this is different to an area.	Physical and human geography of a region in North and South America. Links back to regions studied in lower KS2 (UK and Europe).
	Environmental Issues	Children create and design a garden to grow their own vegetables. Children learn about how to look after their environment including recycling.	ECO linked to looking after the environment (locally). Environmental issues concerning our school and immediate vicinity. Links to local parks for litter picking (Crosshill Tennis Centre and Witton Park).	ECO – linked how to help in our community. Environmental issues concerning rivers (Y3) and natural disasters (Y4). Debate regional environmental issues linked to the region studied.	ECO – global links, how we can help on a bigger scale. Environmental issues concerning The Amazon (Y5) and The Rockies (mountains) (Y6). Debate topical and current global environmental issues.

				Discuss global environmental issues as they happen – through news clips and articles.	Links to area and region in which the issue relates. Keep up to date with world environmental issues – through articles (digital and paper) and news clips.
Human and Physical Geography	Human Features	Children describe their immediate environment.	Know that human features are made by man. Identify human features from photographs and fieldwork (in local community). Identify some basic human features on an OS map and corresponding symbols e.g. building and church.	Identify human features from photographs, aerial images and OS maps – know the corresponding OS map symbols. Look at different types of human geography: types of settlement, land use, trade links and distribution of food and water (natural resources).	Know what the human geography will be like in an area by looking at the symbols on a map. Look at different types of human geography: economic activity including trade links and the distribution of other natural resources including energy, food, minerals and water.
	Physical Features	Children describe their immediate environment. Children will discover the features of cold countries through stories and non-fiction texts.	Know that physical features come about naturally. Identify physical features from photographs and fieldwork (in local community). Identify some basic physical features on an OS map and corresponding symbols e.g. river and identify seasonal weather patterns in UK. Identify daily weather patterns in the UK and read a thermometer (with help).	Identify physical features from photographs, aerial images and OS maps – know the corresponding OS map symbols. Look at different types of physical geography: water cycle, volcanoes, earthquakes, rivers and mountains.	Know what the physical geography will be like in an area by looking at the symbols on a map. Look at different types of physical geography: climate zones, biomes and vegetation belts – linked to position.

			Identify location of hot and cold places in relation to the Equator, North and South Poles. woodland.		
	Weather	Children make observations about how the weather changes with the seasons. Children learn about sun safety including protecting their eyes and skin from the sun.	Know what a weather forecast is and how it is helpful.	Identify seasonal and daily weather patterns in UK and take the temperature – and compare this across the year. Use a weather forecast to find the difference between the weather in different parts of the UK (and compare to region studied).	Measure, record and understanding the temperature changes across the year. Compare weather in the UK to other parts of the world and regions studied – linked to position on Earth. Discuss and debate issue surrounding global warming – links to climate. Discuss and debate and topical issues surrounding weather – bush fires in Australia.
Geographical Skills and Fieldwork	Interpreting a Map	Children make simple maps of familiar areas positioning objects on their map. Children describe their immediate environment. Children make a map of a garden which they design.	Find information on aerial photographs. Know that maps give information about the world (where & what). Recognise simple features on maps (e.g. buildings, roads and fields). Use maps to talk about everyday life. Begin to explain why places are where they are.	Use atlases, maps and globes. Use maps at more than one scale. Make and use simple route maps. Locate specific features on a map.	Relate maps to each other and to aerial photographs. Follow routes explaining what is seen. Relate purpose, scale and symbols to each other. Interpret distribution maps and use thematic maps for information.

			Recognise features on maps and explain what they show. Give maps a title to show purpose. Recognise that contours show height and slope.	Describe and interpret relief features on an Ordnance Survey map.
Position and Orientation	Use prepositions e.g. under over behind next to etc. Use language of near and far there, here	Beginning to use directional vocabulary e.g. near, far, left and right. Using a compass or a prepared map can say which direction North, South, East and West is. Know which direction North is on an Ordnance Survey map. Begin to use the equator, Northern and Southern Hemisphere in an atlas or on a globe.	Use 4-figure coordinates to locate features. Know that 6-figure grid references can help you find a place more accurately than 4-figure coordinates. Give direction instructions up to 8 cardinal points. Use the equator, Northern and Southern Hemisphere and begin to use latitude and longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in an atlas or a globe.	Use 4 and 6-figure coordinates to locate features. Give directions and instructions to 8 cardinal points. Align a map with a route. Use the equator, Northern and Southern Hemisphere, latitude and longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian time zones in an atlas or a globe.
Fieldwork	Children describe their immediate environment. Children go on learning walks around the school grounds. Children visit the local community including a visit to the post office, and	Follow routes in the local area on prepared maps. Use observational skills to study the geography of school and grounds. Use observational skills to study and find the key	Special characteristics of place studied and comparison to where they live. Begin to observe, measure and record the human and physical features in the	Observe, measure, record and present the <u>human and physical</u> features of an area (local or contrasting country/region) using a range of methods; sketch maps, plans and graphs and digital technologies.

	discuss other community buildings observed e.g. optician, laundrette, shops.	features of its surrounding environment. Begin to make sketch maps and use digital technologies to record human and physical features of local area.	local area and contrasting region. Begin to record these findings using other methods including sketch maps, plans and digital technologies.	Identify what is good/bad about a place and how this could be improved including what <u>we</u> could do.
Symbols	Children make a map of a garden which they design with their own symbols and representations	Understand and use some Ordnance Survey style symbols for human and physical features. Construct basic symbols in a key	Understand and use Ordnance Survey symbols when reading and making a map. Give maps a key with standard symbols.	Use Ordnance Survey symbols confidently when reading a map and making their own. Know how to find out what symbols on a map mean if they don't already know.