



Long Lane Geography Progression Framework 2024

'Geography underpins a lifelong 'conversation' about the earth as the home of humankind.'
-Geography Association

Focus	By the end of reception children are expected to...	KS1 National Curriculum Statement	By the end of Year 1 children are expected to...	By the end of Year 2 children are expected to...	KS2 National Curriculum Statement	By the end of Year 3 children are expected to...	By the end of Year 4 children are expected to...	By the end of Year 5 children are expected to...	By the end of Year 6 children are expected to...	Children working beyond the Year 6 expectations should be able to...
Locational Focus	Describe the school environment including outdoors (in their outdoor learning space). <i>Summer 1- Seasonal Change and Forest School</i> Talk about a place they have visited. Discuss a journey they have been on near and far. Talk about journey that interest them. <i>Autumn 1- Local Walk</i> Look at maps to learn more about our school and community. <i>Spring 1- Maps and Bee Bots</i> Describe their immediate environment using knowledge from, discussion, stories, non-fiction texts and maps. <i>Spring 2- Local Area: River</i>	name and locate the world's seven continents and five oceans		name and locate the world's seven continents and five oceans. <i>Year 1 Summer - Mapping the World</i> <i>Year 2- Autumn 1 Continents and Oceans</i>	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	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 <i>Autumn 2- Antarctica</i>	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 <i>Autumn 1 and 2 - Anglo Saxons/Vikings - where they came from and where they arrived in Britain - Focus is Northern Europe</i> <i>Summer 1 and 2 - Focus on Tropical regions/The Rainforest/South America, plus other tropical regions around the equator</i>	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 <i>Summer 2- Greece</i>	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 <i>Autumn 1- Compare UK and South America</i> <i>Summer 2- Egypt</i>	
		name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <i>Autumn 2- UK</i> <i>Spring 2- UK revisited</i>	A focus on the human and physical geography of our local area, including local bridges and modes of transport. Exploring famous landmarks and buildings within the UK. <i>Autumn 2- Mapping our own Locality</i>	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	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 <i>Autumn 1</i> <i>Here we Are- Locational Knowledge</i> <i>Autumn 1 and 2- Biomes</i>	name and locate counties and cities of the United Kingdom, geographical regions <i>Autumn 1 and 2 - development of UK regions focuses on the heptarchy of the Anglo Saxons</i>	name and locate land-use patterns; and understand how some of these aspects have changed over time <i>Autumn 1- Mapping including symbols</i> <i>Spring- Mapping of Countries involved in WW2 and impact.</i>		
					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)		identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. <i>Summer 1 and 2 - recap of Year 3 learning when looking at Rainforest regions</i>			
Place Knowledge	Knows how people live in our country and other countries ? Know some similarities and differences between the natural world around them and contrasting environments ?	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.	Be able to explain basic physical and human similarities and differences between the UK and Australia. <i>Spring 1- Australia</i>	Be able to explain physical and human similarities and differences between the UK and Kenya. <i>Summer 1- Kenya</i>	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	understand geographical similarities and differences through the study of human and physical geography of a region of Italy (Pompeii) and Reading (Local Area) <i>Summer term</i>	understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America <i>Summer 1 and 2 - Rainforest region</i>	understand geographical similarities and differences through the study of human and physical geography of Greece. <i>Summer term</i>	understand geographical similarities and differences through the study of human and physical geography of Egypt/South America. <i>Autumn and Summer</i>	
Human and Physical Geography	Know how people live in our country and in other countries. ? Use maps, stories and non-fiction to find out about life in other countries and compare it to our own. <i>Autumn 2 and Spring 1- Maps</i> 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. ?	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		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 <i>Spring 1- Frozen Planet</i>	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Describe and understand key aspects of rivers and the water cycle. <i>Spring 2- The Water Cycle</i> describe and understand key aspects of volcanoes and earthquakes <i>Summer - Pompeii (cross curricular English link)</i>	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <i>Spring term</i> <i>Watercycle covered in Geography and Science</i>	describe and understand key aspects of mountains <i>Autumn 2- Mountains</i>	Biomes? Vegetation belts? Climate zones?	

	<p>Discuss the changes in season and the effects on the local environment.</p> <p><i>Summer 2- Local Environment</i></p> <p>Observe and talk about signs of spring using senses - make observations about cause and effect.</p> <p><i>Throughout the year- Seasonal Change</i></p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p> <p><i>Throughout the year- Seasonal Change</i></p>	<p>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</p> <p>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Hill · River · Valley Local Area · Beach · Cliff · Coast · Sea · Ocean The Seaside</p> <p>?</p> <p>City · Town · Village · Factory · Farm · House · Office · Shop Local Area · Port · Harbour The Seaside</p> <p>?</p>	<p>River · Soil · Valley · Forest · Weather Climate</p> <p><i>Spring - Frozen Planet (Weather)</i></p> <p>City · Factory · House · Office · Town · Village · Shop · Port · Harbour Rivers</p> <p><i>Autumn 1- Mapping own Locality</i></p>	<p>describe and understand key aspects of 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</p>	<p>Describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water -</p> <p><i>Summer Term UK & Pompeii</i></p>	<p>Describe and understand key aspects of types of settlement</p> <p><i>Autumn Term - Anglo Saxons and Vikings including differences between modern day and AS/V settlements</i></p> <p><i>Spring Term - Overview of Ancient Civilisations including comparing different types of settlements</i></p>	<p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links</p> <p><i>Autumn and Summer 2</i></p>	<p>describe and understand key aspects of human geography, including: land use, economic activity and the distribution of natural resources</p> <p><i>Summer- Egypt</i></p>	
Geographical Skills	<p>Observe changes and patterns in the local outside environment. Include freezing and melting.</p> <p>Carry out own journeys to places of interest e.g. walk or bus.</p> <p><i>Autumn</i></p> <p>Explore the local area and visit significant places. Spring</p> <p>Explore different outside environments and make observations of living things.</p> <p><i>Throughout the year</i></p> <p>Describe their immediate environment using knowledge from observation</p> <p><i>Throughout the year</i></p>	<p>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</p>	<p>Be able to interpret a basic plan view. Local Area</p> <ul style="list-style-type: none"> Use an infant atlas and other supportive resources to locate places and gain information on the area being studied. <p><i>Autumn 1- Mapping our Locality</i></p> <p><i>Spring 1- Australia</i></p>	<ul style="list-style-type: none"> Be able to interpret a larger scaled map, Rivers & World and Weather Use an infant atlas and globe, as well as other supportive documents, to locate places and gain information on the area being studied. World and Weather <p><i>Autumn- Mapping our Locality and UK</i></p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Use atlases, globes and other supportive documents, including aerial photography, to locate places and gain information on other areas studied.</p> <p><i>Autumn 1- Here we Are</i></p> <p><i>Autumn, Spring and Summer</i></p> <p><i>"Each unit involves looking at maps and globes to locate - Northern Europe with AS/V and China during overview of ancient civilisations, plus the beginnings of civilisation Europe/Middle East - during Rainforest topic chn locate countries in South America</i></p>	<p>Begin to be able to read large scale OS maps. Settlements</p> <p>Use atlases, globes and other supportive documents, including aerial photography and satellite images, to locate places and gain information on other areas studied.</p> <p><i>Autumn Term Mapping unit. Use of Digimaps.</i></p>	<p>Recognise and use most OS map symbols.</p> <ul style="list-style-type: none"> Use medium scale land range OS maps Continue to use atlases, globes and other supportive documents, including aerial photography and satellite images, to locate places and gain information on other areas studied. <p><i>Autumn Term- Mapping and Summer Term- Greece</i></p> <p>Be able to identify primary and secondary sources of information. Greek Unit</p> <ul style="list-style-type: none"> use internet map sites, with efficiency to locate specific information within a topic. <p><i>Autumn Term Mapping unit. Use of Digimaps.</i></p>	<ul style="list-style-type: none"> Recognise and use all OS map symbols and describe features shown on the map. Continue to use medium scale land range OS maps Continue to use atlases, globes and other supportive documents, including aerial photography and satellite images, to locate places and gain information on other areas studied. Be able to identify primary and secondary sources of information. All 3 topics use internet map sites, and satellite photography to be able to create maps of a specific location. <p>Is this covered? If so, in which unit and when?</p>	<ul style="list-style-type: none"> Be able to accurately add correct OS symbols onto map. To use medium scale land range OS maps Use a range of resources, including aerial photography and satellite images, to locate places and gain information on other areas studied, selecting the most effective resource to use. Understand the benefits of using primary or secondary sourcing to use information to support an argument/point of view. use internet map sites, and satellite photography to be able to create maps of a specific location.
	and Fieldwork		<p>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</p>	<ul style="list-style-type: none"> Follow one step directions including N,S,E,W <p><i>Autumn- Mapping own Locality</i></p> <ul style="list-style-type: none"> Follow a route on a map using directional language such as near/far, left/right <p><i>Autumn- Mapping own Locality and U.K</i></p>	<ul style="list-style-type: none"> Follow more than one step directions including N,S,E,W Follow a route on a map using directional language such as near/far, left/right and understand how to use a Key <p><i>Autumn- Mapping own Locality and U.K</i></p>	<p>use the eight points of a compass, four and six-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</p>	<ul style="list-style-type: none"> Begin to use 8 compass points to follow one step directions Use basic coordinates to locate landmarks on a map Follow a route on a larger scale map The United Kingdom <p><i>Summer 1 - Map Work</i></p>	<p>Use 8 compass points to follow more than one step directions</p> <ul style="list-style-type: none"> Begin to use 4 figure grid reference to locate landmarks on a map Follow a route on a larger scale map Land Use <p><i>Summer 1 in PE during PE/orienteering</i></p>	<p>Use 8 compass points to give and follow one step directions</p> <ul style="list-style-type: none"> Begin to use 6 figure grid reference to locate landmarks on a map Follow a short route on an OS map. <p><i>Autumn Term Mapping</i></p>	<ul style="list-style-type: none"> Be introduced to 16 compass points to give and follow one step directions With confidence use 6 figure grid reference to locate landmarks on a map Follow a multi-step route on an OS map. <p>Is this covered? If so, in which unit and when?</p>
		<p>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</p>	<p>Begin to create a map of their own using their own key system.</p> <ul style="list-style-type: none"> Begin to identify known places from aerial photos. 	<ul style="list-style-type: none"> Create a map, beginning to use recognised symbols for basic landmarks. Identify known places from aerial photography and less well known places from using known places. 	<p>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>Collect and record evidence</p> <p>Analyse evidence and draw conclusions</p> <ul style="list-style-type: none"> Use a variety of methods to present findings, including sketch maps, plans and graphs, and digital technologies. <p><i>Summer 1</i></p>	<p>Collect and record evidence</p> <p>Analyse evidence and draw conclusions</p> <ul style="list-style-type: none"> Use a variety of methods to present findings, including sketch maps, plans and graphs, and digital technologies. <p><i>Summer 1 in PE during PE/orienteering</i></p>	<p>Collect and record evidence</p> <p>Analyse evidence and draw conclusions</p> <ul style="list-style-type: none"> Use a variety of methods to present findings, including sketch maps, plans and graphs, and digital technologies. <p><i>Autumn Term Mapping</i></p>	<p>Collect and record evidence</p> <p>Analyse evidence and draw conclusions</p> <ul style="list-style-type: none"> Use a variety of methods to present findings, including sketch maps, plans and graphs, and digital technologies. <p><i>Spring-Local area (Reading)</i></p>	

use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surroundings

Make observations of where things are.

- Make lists of features of local geography, both physical and human, and identify similarities and differences within the locality.

*Autumn term
Nature walks*

Make observations of where things are.

- Make lists of features of local geography, both physical and human, and identify similarities and differences within the locality.

Autumn- UK and capital cities