



# ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

The Green, Cassington, Oxfordshire. OX29 4DN

E-mail: office.3651@st-peters.oxon.sch.uk Tel: 01865 880443 Website: www.st-peters.oxon.sch.uk

Headteacher: Mr Jon Jeffries



## Progression at St Peter's CE Primary School

Subject: Geography

		Nursery	Reception	KS1	Lower KS2	Upper KS2	KS3
	<b>Milestone Moment</b>	<b>Chinese banquet</b>		<b>Mudford beach visit</b>	<b>Rollright Stones visit</b>	<b>Yenworthy/Hill End residential trips</b>	<b>Trip to Bath</b>
<b>Knowledge</b>	<p><b>Geographical enquiry</b></p> <p>Select and use secondary sources of evidence</p> <p>Fieldwork techniques</p>	<p>Listen to facts shared from books, pictures and the internet</p> <p>Look at school surroundings and on trips, guided by adults</p> <p>Prompt children to</p>	<p>Ask questions</p> <p>Respond to questions</p> <p>Investigate surroundings and use books/internet with adult to explore discussion points further</p>	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings independently.</p>	<p>Ask/initiate geographical questions, respond to questions and offer their own ideas.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information. Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Use own ideas to collect and record evidence</p> <p>Analyse evidence and draw conclusions e.g.</p>	<p>Features of landscapes – focus on Antarctica</p> <p>Take skills from previous learning and apply them to an unknown place e.g. Antarctica</p> <p>Develop sense of wonder for the earth and the subject</p> <p>Take 'global' understanding and applies it to a</p>

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		<p>talk about where things are</p> <p>Understand the need to respect and care for the natural environment and all living things</p> <p>Understand some important processes and changes in the natural world around them, including seasons</p>	<p>Make observations about the environment and why things happen</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Recognise some similarities and differences between life in this country and other countries</p>	<p>Make observations about where things are (e.g. within school or local area) and why things happen</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Make simple comparisons between features of different places.</p>	<p>Collect and record evidence with modelling and guidance</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p> <p>Make comparisons between locations photos/pictures/ maps</p>	<p>compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p> <p>Suggest questions for investigating</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>	<p>ubiquitous industry e.g. sport</p> <p>Produce a small scale, familiar case study of geographical processes</p>
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	<p><b>Geographical vocabulary</b></p>	<p>similarities, differences, patterns and change.</p>		<p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Topographical features (including hills, mountains, coasts and rivers, water cycle)</p> <p>Types of settlement and land use.</p>	<p>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)</p>	
	<p>Map knowledge</p>	<p>Know Cassington village and local area</p> <p>Identify sea, land, on a map</p>	<p>Learn about key countries e.g. China and make comparison with home</p> <p>Know that a globe is a different representation of a map and shows the Earth</p>	<p>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p> <p>Use picture maps and globes and find features e.g. land/sea/mountains.</p> <p>Use teacher drawn base maps</p> <p>Use large scale OS maps</p>	<p>Identify points on maps A,B and C</p> <p>Identify significant places and environment</p> <p>Use large scale OS maps (moving to medium scale)</p> <p>Use junior atlases</p> <p>Use map sites on internet</p> <p>Identify features on aerial/oblique photographs</p>	<p>Identify significant places and environments</p> <p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps moving to more detailed explorer OS maps.</p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe</p>	<p>Symbols on a map</p> <p>Build on earlier map skills and introduce new types: Choropleth maps</p> <p>Mapping and patterns of sport</p>

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				Use infant atlas			
Skills	Drawing maps	Talk about maths and draw a group map together	Draw own maps of made up places and explain the features	Draw picture maps of imaginary places and from stories. (e.g. add detail to a sketch map from aerial photograph)	<p>Make a map of a short route experienced, with features in correct order.</p> <p>Make a simple scale drawing.</p> <p>Make a map of a short route experienced, with features in correct order</p> <p>Make a simple scale drawing</p>	<p>Draw a variety of thematic maps based on their own data.</p> <p>Draw plans of increasing complexity.</p>	
	Using maps	Show a map of our classroom and school	<p>Use map of classroom/school and identify features that could be added to the map</p> <p>Look at the atlas together</p>	<p>Use a simple picture map to move around the school</p> <p>Recognise that it is about a place.</p> <p>Follow a route on a map.</p> <p>Use a plan view.</p> <p>Use an infant atlas to locate places</p>	<p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering), find UK or India on globe)</p> <p>Follow a route on a large scale map.</p>	<p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places. (e.g.</p>	<p>Map application and introduction to the idea of fieldwork</p> <p>Reflect on own local geography</p>

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			Draw information from a simple map			<p>find wettest part of the world)</p> <p>Follow a short route on an OS map. Describe features shown on OS map.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p>	
	Style of map	Use globe, map and atlas as a group guided by teacher	Find common features (land/sea) on a globe, map and atlas	<p>Picture maps and globes</p> <p>Globe (find land/sea)</p> <p>Teacher drawn base maps.</p> <p>Large scale OS maps.</p> <p>Infant atlas</p>	<p>Large and medium scale OS maps.</p> <p>Junior atlases.</p> <p>Map sites on internet.</p> <p>Aerial/oblique photographs (Identify features)</p>	<p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p> <p>Use OS maps.</p> <p>Confidently use an atlas. Recognise world map as a flattened globe</p>	
	Representation	Show keys and model how to use	Model a key that can be used and	Use own symbols on imaginary map	Know why a key is needed.	Draw a sketch map using symbols and a key	

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			locate items on maps	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Use standard symbols Begin to recognise symbols on an OS map.	Use/recognise OS map symbols. Use atlas symbols.	
Scale/Distance	Show UK on a map – use big/small to describe	Show where UK is – explore how far away other countries studied are e.g. China	Relative vocabulary (e.g. bigger/smaller, like/dislike) Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) Use a scale to measure distances. Draw/use maps and plans at a range of scales		
Perspective	Understand what maps are in groups	Share different types of maps – real and imaginary	Draw around objects to make a plan Look down on objects to make a plan view map	Draw a sketch map from a high view point.	Draw a plan view map accurately		
Direction/Location	Follow commands – forwards and backwards	Give and follow forwards and back instructions.	Follow directions (Up, down, left/right, forwards/backwards)	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently	Map skills – bearings	

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			<p>Give support as introduce and use left and right</p> <p>Discuss routes and locations using words like 'in front of' and 'behind'</p> <p>Describe a familiar route</p>	<p>Follow directions using NSEW</p>	<p>Begin to use 8 compass points</p> <p>Use letter/no. co-ordinates to locate features on a map confidently</p>	<p>to locate features on a map.</p> <p>Use 6 figure grid refs; use latitude and longitude on atlas maps</p>	

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