

# AAT Curriculum Progression

## Geography Progression

Terms 1/2	T1 - Why so Squirrels hide their nuts?  T2 What happens when I fall asleep?	A Toy Story	Pudding to Pepys	Changing Ages	Walk like an Egyptian	We'll Meet Again	Who let the Gods out?
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Geographical focus	Term 1 & 2 Seasonal change. Understanding night and day (occupations)	United Kingdom: The four countries	United Kingdom: A comparison between a city and town	Comparison between settlement types	Rivers and the water cycle	Europe and the wider world	Comparison between Scotland and Greece
Location Knowledge	<p>Describe what they see, hear and feel when outside. Explore the natural environment around them (BOLD IN THIS COLUMN FROM AAT EYFS PROGRESSION DOCUMENT).</p> <p>Children explore immediate environment around school, drawing and observations children have made outside school.</p> <p>Talk about what is seen using a wide vocabulary</p>	Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas.	Name, locate and identify characteristics of the capital cities of the United Kingdom	<p>Name and locate <u>counties</u> and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p> <p>Identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</p> <p>Understand how some of these aspects have changed over time</p>	Locate the world's countries concentrating on their key physical and human characteristics 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 key physical and human characteristics and major cities	<p>Locate the world's countries, using maps to focus on Europe concentrating on their key physical and human characteristics and major cities</p> <p>Identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</p> <p>Understand how some of these aspects have changed over time</p>
Place Knowledge	<p>Describe what they see, hear and feel when outside. Explore the natural environment around them</p> <p>Discuss how we care for the natural world around us.</p> <p>Understand that some places are special to</p>			<p>Ask and answer more searching geographical questions when investigating different places and environments.</p> <p>Identify similarities, differences and patterns when comparing places and features.</p>			<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country</p> <p>Ask and respond to questions that are more causal e.g. What happened in the past to</p>

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	some members of their community.						<p>cause that? How is it likely to change in the future?</p> <p>Identify and describe similarities, differences in and patterns in detail when investigating different places, environments and people.</p>
Human and Physical Geography	Explore the effect of changing seasons on the natural world around them.	<p>Use basic geographical vocabulary to refer to: key physical features key human features</p> <p>Describe some places and features using basic geographical vocabulary.</p> <p>Express their views on some features of their environment e.g. what they do or do not like.</p>	<p>Use basic geographical vocabulary to refer to: key physical features key human features</p> <p>Describe places and features using simple geographical vocabulary.</p> <p>Make observations about features that give places their character.</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains</p> <p>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>Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time.</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle</p> <p>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>Use geographical language to identify and explain some aspects of human and physical features and patterns</p> <p>Describe how features and places change and the links between people and environments.</p> <p>Explain why many cities of the world are situated by rivers and why this makes it an attractive location</p> <p>Explain where key rivers of the world are.</p>	<p>Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links</p> <p>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</p> <p>Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains</p> <p>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>Recognise patterns in human and physical features and understand some of the conditions, processes or changes, which influence these patterns.</p> <p>Explain some links and interactions between people, places and environments.</p>

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					Identify the key stages of a river.  Talk about and explain the different stages of the water cycle.		
		<b>Basic Geographical vocabulary:</b> Country Nation Local National England/Northern Ireland/ Wales/ Scotland Sea and Ocean North Sea/ The Channel/ Irish sea/ Atlantic Ocean Village Town Coast Island Mountains Forest River	<b>Basic Geographical vocabulary:</b> River (Thames) Beach Coast Sea City Town Hill House Office Harbour factory London/ Belfast/ Cardiff/ Edinburgh	<b>Basic Geographical vocabulary:</b> Land use Region Settlements Hamlet Village Town City Human and physical Farming Agriculture Resort	<b>Basic Geographical vocabulary:</b> Egypt Africa Equator Settlement Region River Water cycle Precipitation Condensation Evaporation Feature of a river	<b>Basic Geographical vocabulary:</b> Europe Trade Land use Mountain range Economy Topography Land locked island	<b>Basic Geographical vocabulary:</b> Europe Population Population density Settlements Economic activity Climate Lakes/ loch island
Geographical skills and fieldwork	Draw information from a globe	Use world maps, atlases and globes to identify the United Kingdom  Use Picture maps and globes	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the oceans studied at this key stage  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;  Find land/sea on globe.  Use large-scale OS maps. Use an infant atlas	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use large-scale OS maps.  Begin to use digital maps  Begin to use junior atlases.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use large and medium scale OS maps.  Use junior atlases.  Use digital maps	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use index and contents page within atlases.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use OS maps. Confidently  Use an atlas.  Recognise world map as a flattened globe.
Key Concept Question		What are the main similarities and differences between 4 countries that make up the UK?	What are the differences between our capital city and the town we live in?	Which human and physical geographical characteristics influence where people settle?	What impact do rivers have on society?	How did geographical features play a part in the 2 <sup>nd</sup> WW?	What makes both Greece and Scotland popular tourist destinations?

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<p>Key concepts</p> <p>Place (environment)</p> <p>Space (location)</p> <p>Scale (distance)</p>	<p>Knowledge Acquired:</p> <p>Children can talk about seasonal patterns.</p> <p>Children can talk about night and day/ shadows and shade</p>	<p>Describe some characteristics of countries studied.</p> <p>Identify where my town and country is in relation to the other countries of the UK.</p> <p>Begin to develop an understanding of local and regional scales.</p>	<p>Describe some similarities and differences between two places.</p> <p>Identify the location of features in my town and our capital city.</p> <p>Show an understanding of local regional and national scales.</p>	<p>Describe the impact of population on this place.</p> <p>Talk about how this location connects to other places.</p> <p>Show an understanding of global scales</p>	<p>Identify how this environment is unique.</p> <p>Discuss the how rivers can change populations.</p> <p>Talk about the links between global, national and local scales.</p>	<p>Discuss the similarities and differences between the environments studied.</p> <p>Explain how the locations created trade links.</p> <p>Explain the global impact of this event.</p>	<p>Discuss the unique characteristics of the place and the human impact on it.</p> <p>Describe and explain how the features of the location impact the economic activity.</p> <p>Explain how this place can have a local, regional, national and global impact</p>
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Terms 3/4	T3: Where do I belong? T4: What is an explorer?	Amazing Discoveries	Under the Microscope	When in Rome	Raiders and Traders	Rainforest Realms	Earth and Space, the final frontier
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Geographical focus	Term 3 & 4 Understanding families and your place in a family Recognising similarities and difference between our country and other countries.	The World	Comparison between the UK and Peru	Comparison between UK and Italy	Comparison between UK and a European country	The Rainforest and a study of Mexico	Volcanos and Earthquakes
Location Knowledge	Draw information from a simple map.	name and locate the world's seven continents and five oceans		Locate the world's countries, using maps  Identify environmental regions, key physical and human characteristics, and major cities  Identify the position and significance of the Northern Hemisphere,	Locate the world's countries, using maps to focus on Europe (including the location of Russia)  Identify environmental regions, key physical and human characteristics, and major cities  Identify the position and significance of latitude, longitude, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Locate the world's countries, using maps to focus on North and South America  Identify environmental regions, key physical and human characteristics, and major cities  Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn	Locate the world's countries, using maps concentrating on their key physical characteristics  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)
Place Knowledge	Explain similarities and differences between life in this country and other countries drawing on knowledge from stories, non-fiction texts and where appropriate maps		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	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in North or South America	

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			<b>contrasting non-European country</b>	Ask and respond to more searching geographical questions including 'how?' and 'why?'	Ask and respond to more searching geographical questions including 'how?' and 'why?'	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?	
					Identify and describe similarities, differences and patterns when investigating different places, environments and people	Recognise geographical issues affecting people in different places and environments.	
Human and Physical Geography	Explain similarities and differences between life in this country and other countries drawing on knowledge from stories, non-fiction texts and where appropriate maps.	Identify seasonal and daily weather patterns in the UK.  Locate hot and cold areas of the world in relation to the equator and the north and south poles.	Use basic geographical vocabulary to refer to: key physical features key human features	Describe and understand key aspects of: <b>Human geography: types of settlement land use, economic activity including trade links and distribution of natural resources including energy, food, minerals and water</b>  Use geographical language to describe some aspects of human and physical features and patterns.	Describe and understand key aspects of: <b>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains</b> <b>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</b>  Use geographical language to identify and explain some aspects of human and physical features and patterns	Describe and understand key aspects of: <b>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains</b>  <b>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</b>  Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.	Describe and understand key aspects of: <b>Physical geography, including: volcanoes and earthquakes</b>  Explain how volcanoes are formed and where volcanoes are located.  Explain how earthquakes are caused
		<b>Basic Geographical vocabulary:</b> World Season weather North and South poles Equator Climate Temperature Continent Ocean	<b>Basic Geographical vocabulary:</b> farm rainforest desert vegetation valley soil national global globe atlas	<b>Geographical vocabulary:</b> Northern hemisphere Equator Culture Resources Food Trade Border Climate Landmarks Volcano Earthquake	<b>Geographical vocabulary:</b> Climate zones Sweden Continent Biomes Resources Trade links Latitude Longitude Arctic Circle	<b>Geographical vocabulary:</b> Climate zone Biome Vegetation belt Rainforest Biodiversity Habitat Deforestation Sustainable/ Unsustainable Consumer/ Producer Commercial farming Resources	<b>Geographical vocabulary:</b> Volcanoes Earthquakes Igneous Minerals Geology Eruption Mantel Magma Lava Crust Active/dormant Tectonic plates Fault lines

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							Collision boundaries
Geographical skills and fieldwork	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Use world maps, atlases and globes to identify the continents and oceans studied at this key stage  Explore political and climatic maps to locate the seven continents and five oceans	Use world maps, atlases and globes to identify the continents and oceans studied at this key stage  Explore physical and political maps to locate the continent of South America and the Pacific and Atlantic Oceans.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use large-scale OS maps.  Begin to use digital maps  Begin to use junior atlases	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use large and medium scale OS maps.  Use digital maps  Use junior atlases.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Use index and contents page within primary atlases.	Use maps, atlases, globes and digital/computer mapping to locate and describe features studied  Use primary atlases.  Recognise world map as a flattened globe.
Key concept question		Where are the hottest and coldest climates in the world and why?	How is Cusco different and similar to our town?	Convince me that the physical and human features of Italy make it a fascinating location.	How would living in Sweden differ from living in the UK?	How does the modern world impact on rainforest?	Why do people live in areas where earthquakes and volcanic eruptions happen?
Place (environment) Space (location) Scale (distance)	Key Knowledge acquired:  Talking about similarities and differences.  Recognise features on a map/ globe eg land, sea, forest.	Explain what it is like in hot and cold climates.  Identify the locations of contrasting climates.  Begin to show an understanding of national and global scales.	Explain the similarities and differences between a local and global scale.  Describe the physical and human features of areas studied in simple terms.  Show an understanding of national and global scales.	Discuss how this place is represented.  Describe the physical and human features of the location.  Understand what impact this national scale has globally.	Compare the life of people in two contrasting environments.  Explain patterns and relationships.  Talk about the links between global and national scales.	Describe what we could do to create a sustainable future for this place.  Discuss the impact of trade links between locations.  Explain how this place can have a global impact	Explain the impact the physical geography has on this place.  Describe the impact volcanoes and tectonic plates have on boundaries.  Explain how this place can have a local, regional, national and global impact

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Terms 5/6	T5 How do plants grow?	Who's the King of the Castle?	War and Peace	Postcards from the Seaside	Tudor Rose	Brilliant Building and Lovely Landscapes	It's a Smugglers Life for me
Local study	T6 Why do we travel in different ways?						
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Geographical focus	Term 6 Explain similarities and difference between our country and other countries.	Local study: School and Eastbourne	Local study: Battle and East Sussex	Local study: local area developing fieldwork skills	Local study: East Sussex developing fieldwork skills	Local study: East Sussex developing fieldwork skills including rivers	Trade
Location Knowledge	Draw information from a simple map  Talk about what they see using a wide vocabulary			<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p> <p>Ask geographical questions: where is this location? What do you think about it?</p> <p>Provide a reasonable explanation for features in relation to location</p>	<p>Identify key topographical features (including hills and rivers), and land-use patterns</p> <p>Understand how some of these aspects have changed over time</p> <p>Ask geographical questions: where is this location? What do you think about it?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures, temperatures, population</p> <p>Provide a reasonable explanation for features in relation to location</p>	<p>Identify key topographical features (including hills and rivers), and land-use patterns</p> <p>Understand how some of these aspects have changed over time</p> <p>Ask geographical questions –what is this landscape like? what will it be like in the future? What was it like in the past?</p> <p>Describe how physical processes have changed the characteristics of a landscape, and how it can affect the lives and activities of the people living there</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures, temperatures, population</p>	<p>Locate the world's countries, using maps concentrating on their key physical and human characteristics</p> <p>Understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude</p> <p>Ask geographical questions: what is this place like? How have humans used the place? Why is the place used for a certain purpose?</p> <p>Analyse evidence and draw conclusions e.g. compare trade maps and economic maps</p> <p>Explain how a location fits into its wider geographical location;</p>



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							reference to human and economical features
<b>Place Knowledge</b>	<p>Understand some places are special.</p> <p>Describe immediate environment using knowledge from observations, discussions , non-fiction texts and maps</p>						
<b>Human and Physical Geography</b>	<p>Recognise features on a map</p>	<p>Use basic geographical vocabulary to refer to: key physical features key human features</p>	<p>Use basic geographical vocabulary to refer to: key physical features key human features</p>		<p><b>Describe and understand key aspects of Physical geography</b></p> <p>Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features</p>	<p><b>Describe and understand key aspects of Physical geography: Coasts and rivers</b></p> <p>Name the rivers of the UK and describe the impact on the human and physical geography of the places they are found</p> <p>Understand about coastal change</p> <p>Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world</p>	<p><b>Describe and understand key aspects of Human geography: economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</b></p> <p>Understand that different countries around the world have different natural resources</p> <p>Understand that economic activity can shape a place</p>
		<p><b>Geographical vocabulary:</b> Hill woods building School Shop House Road Castle Near/ far Left/right</p>	<p><b>Geographical vocabulary:</b> Compass North South East West Hill Woods Building Abbey Grounds Forest Roads vegetation</p>	<p><b>Geographical vocabulary:</b> Map Photograph Key Symbol Coast Beach Tide Rockpools River Cliff</p>	<p><b>Geographical vocabulary:</b> Priory Key Symbol Digital mapping Four figure grid reference Aerial and oblique photographs</p>	<p><b>Geographical vocabulary:</b> Erosion Tides Sediment Regional National Scale Coast Cave Cliff Digital mapping Eight-point compass six figure grid reference Sketch map</p>	<p><b>Geographical vocabulary:</b> Trade Trade routes Import Export Goods Developed country Developing country MEDC LEDC</p>

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Geographical skills and fieldwork.	Recognise features on a map	Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Use simple compass directions (North, South, East and West)	Know and use the eight points of a compass	Use the eight points of a compass	Use the eight points of a compass	Use the eight points of a compass
		Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Begin to understand and use aerial photographs and plan perspectives  Devise a simple map; 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 surrounding environment.  Use simple field sketches  Use a camera  Collect data during fieldwork such as the number of trees/houses  Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above  Make a simple map and label key features.	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 Use simple fieldwork and observational skills to study the geography of the local county.  Use simple field sketches and diagrams use a camera  Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features  Collect and organise simple data from first and second hand sources including fieldwork Explain simple patterns and offer an explanation  Use simple compass directions and locational/directional language when using maps  Draw simple maps or plans using symbols for a key	Use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom  Use fieldwork to observe, measure, record and present the human and physical features in the local area Use a range of methods, including sketch maps, plans and graphs and digital technologies.  Draw and use more detailed field sketches and diagrams, using symbols for a key  Observe, measure and record the human features in the local area responding to a range of geographical questions  Draw maps more accurately plan view (from above) and know why a key is needed.  Use some basic OS map symbols  Use maps and atlases appropriately by using contents and indexes  Understand and use 4 figure grid references  Use eight points of a compass to describe the	Use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom  Use fieldwork to observe, measure, record and present the human and physical features in the local area Use a range of methods, including sketch maps, plans and graphs and digital technologies.  Draw sketch maps and plans using standardised symbols and key  Try to make a simple, scale drawing  Use contents/index to locate position of location including page/coordinates  Locate and name geographical features on an Ordnance Survey map.  Begin to recognise symbols on an OS map.  Plot a route on a map, from one place to another, identifying significant landmarks  Use 4 figure grid references with increasing accuracy and independence	Use six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom  Use fieldwork to observe, measure, record and present the human and physical features in the local area Use a range of methods, including sketch maps, plans and graphs and digital technologies.  Begin to draw maps in scale  Draw a sketch map using symbols and a key;  Use/recognise OS map symbols.  Locate information/place with speed and accuracy  Understand and use 6 figure grid references.  Use the eight compass points with more accuracy to build knowledge of the local area.	Locate information/ places with increasing speed and accuracy  Use a key more independently to make deductions about landscape/ industry/ features etc.

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				location of a country or geographical feature  Begin to identify features on aerial/oblique photographs.	Apply knowledge of the eight compass points during fieldwork.  Identify features on aerial/oblique photographs.		
<b>Concept Question</b>		What can a geographer learn from different sources?	How are maps useful to geographers in their work?	Geographically speaking, how can we identify the area we live in by its characteristics?	Geographically speaking, how has the area surrounding Michelham Priory changed over time?	Why does the coast look different over time?	Geographically speaking, why do we trade across the sea?
<b>Place (environment)</b> <b>Space (location)</b> <b>Scale (distance)</b>	<b>Acquired knowledge:</b>  <b>Learning to discuss underground and over ground.</b>  <b>Explore and discuss reasons for travel</b>  <b>Learn to discuss changes over time.</b>	Understand and begin to describe physical and human features.  Talk about what is unique about this location  Begin to talk about how my view of a place changes as I zoom in and out.	Describe the physical and human features of a place from real life experience and using maps  Identify these features in real life and on a map.  Using maps, identify how far away this place is from others.	Explain how the unique features of an environment help us navigate a place.  Apply knowledge of a location in order to navigate a place.  Identify where this place is situated on a personal/local/regional scale.	Describe how the environment has changed over time.  Investigate changes in the space, comparing maps  Identify where this place is situated on a personal/local/regional scale.	Compare the changes in the environment between two periods in time.  Investigate changes in the space, comparing maps  Identify where this place is situated on a personal/local/regional/National scale.	Explain why the changes to an environment had an impact on economic activity.  Investigate changes in the space, comparing more complex maps  Identify where this place is situated on a personal/local/regional/National/global scale.