

Binley Woods Primary School – Geography Skills, Knowledge and Vocabulary Progression Map



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Theme	All about me	What is it like here? (Focus on Binley Woods & Maps)	What is different between a map of Coventry and Binley Woods?	How do I use a map in our local woodland? (map and compass skills)	How do natural disasters? affect the peoples of the world? (Volcanoes/Earthquakes)	Can we map a local settlement? (Focus on Brinklow)	Europe and how it has changed?
FS / National Curriculum Coverage	Children should understand who they are and where they fit into their families and immediate communities.	♣ Study human and physical geography of a small area of the U.K ♣ Identify key human and physical features in their local area. ♣ Use direction language. ♣ Use aerial photographs and maps.	♣ Study the human and physical geography of a small area of the UK. ♣ Identify key human and physical features of settlements in local area. ♣ Use North, South, East and West ♣ Use aerial photographs and maps.	♣ 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. ♣ 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	♣ Understand key aspects of physical Geography including volcanoes and earthquakes. ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere	♣ Use eight points of a compass, four and six-figure grid references, symbols & key (including the use of OS maps) to build knowledge of UK ♣ Use fieldwork to observe, measure, record & present the human & physical features in the local area using a range of methods, including sketch maps, plans & graphs. ♣ describe & understand human geography, including: types of settlement, land use, & economic activity	(Taught within World War topics) ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) ♣ Understand key human aspects of Europe, including trade links, land use and economic and trade links during and since the war. ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Vocabulary	Me, mum, dad, parents, siblings, sister, brother grandparents, auntie, uncle, cousin, relatives, family, home, house, bungalow, garden, street/road, neighbour, park, school, shop, church,	Village, town, city, settlement, shop, road, signs, street, lane, park, office, school, post box, houses, fields, woodland, map, left, right, near, far, locate, landmark, aerial, neighbourhood	Village, town, city, settlement, services, shops, roads, network, links, transport, facilities, leisure, health, area, map, key, left, right, near, far, north, south, east, west, direction, miles, population.	North, South, East, West, grid reference, plot, interpret, compass, magnet, poles, maps, charts, aerial photographs. - 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	volcano, earthquake, seismic activity, tectonic plates, fault lines, epicentre, earth's surface, earth's crust, mantle, core, mountain, crater, caldera, vent, masmgma, ash, ash cloud, lava, pyroclastic flow, dormant, extinct, active, eruption, Richter Scale, liquefaction, mud flow, tsunami, Ring of Fire	settlement, village, hill fort, canal, physical features, human features, map, aerial photographs, compass, landmarks, development, population, (other features of the village) farming, agriculture, arable land, industrial brownfield, leisure, housing, historical heritage sites.	Continent, Europe, European, change, borders, Peace treaties, International agreements, European Union, Russia, USSR, trade, land use, economies, currencies, languages, NATO,

Spring Theme	How did that get in my lunchbox? (Science & Geography themes)	How does a drop of water reach the sea? (including rivers and coasts)	What is similar and different about England and Kenya?	What are hills and mountains and how are they formed?	Rivers and the Water Cycle	Biomes, climates and vegetation belts	South America and Brazil.
FS / National Curriculum Coverage	Looking at animals and food products given from them. Understanding what is near their homes and the simple journeys they may go on.	♣ Learn about key physical features of a river ♣ Conduct geographical fieldwork ♣ Introduction to compass directions and use direction vocabulary	♣ understand the key human and physical features by comparing a small area of the UK with a non-European country ♣ Use world maps ♣ Name and locate the world's 7 continents and 5 oceans. ♣ recognise human and physical features on maps	♣ describe & understand key aspects of physical geography including mountains. ♣ Identify physical characteristics of UK, key topographical features (including hills, mountains, coasts and rivers), ♣ Identify how they change over time.	♣ describe & understand key aspects of: physical geography, including rivers & the water cycle. ♣ describe & understand key aspects of human geography around a river & its impact. ♣ use the eight points of a compass, symbols & key (including the use of Ordinance Survey maps) ♣ Use fieldwork to observe, measure, record & present the human & physical features in the local area using a range of methods	♣ Describe & understand key aspects of: physical geography, including: climate zones, biomes & vegetation belts ♣ Use maps, atlases, globes & digital /computer mapping to locate countries & describe features. ♣ identify the position & significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian & time zones	♣ understand geographical similarities & differences through the study of human & physical geography of a region of the UK & a region within North or South America ♣ describe & understand key aspects of physical geography, ♣ describe & understand key aspects of human geography, including: types of settlement & land use, economic activity including trade links, & the distribution of natural resources including energy, food, minerals & water ♣ use maps, atlases, globes & digital mapping to locate countries & describe features studied
Vocabulary	Farm, cow, sheep, lambs, pigs, barn, field, farmer, tractor, hens, meat, pork, beef, chicken, lamb, eggs, milk, dairy, cheese, butter. home, house, road, journey, route, bus, walk, cycle, car, near, far, left, right, turn, school, straight on.	river, stream, brook, rain, water, flow, speed, valley, vegetation, riverbank, bridge, North, South, East, West, natural, man-made, settlements, villages, towns, cities, sea, environment, beach, coast, cliffs, sand, shingle, pebbles, fieldwork	village, town, city, country, continent, vegetation, grassland, savannah, mangrove, settlement, mountain, national park, lake, reserve, safari, capital city, human features, physical features, rural, climate, drought, dry/arid, tropical, Oceania, Asia, Africa, North/South America, Europe, Antarctica.	England, Scotland, Wales, mountains, topography, landscape, rocks, formation, glacier, peak, summit, valley, vegetation, habitat, climate, weather, natural, physical, contour, human impact, mountain range, physical border.	River, stream, brook, channel, valley, mouth, source, mountain, weather, ecosystem, vegetation, width, depth, flow, erosion, meander, confluence, tributary, delta, marshland, overflows, floods, break banks, lakes, sediment, riverbed, water cycle, evaporation, precipitation, freshwater, condense, cloud formation, minerals	biome, vegetation belt, climate, aquatic, grassland, forests, desert and tundra, marine, freshwater, savannah, tropical rainforests, temperate, taiga/ boreal, coniferous, seasons, climate, seasonal variation, weather patterns, regions, latitude, longitude, timezones, hemispheres, tropic of Cancer/Capricorn, continents, flora, fauna	Continents, countries, South America, Oceans, Brazil, Land-use, Rainforest, Biome, Vegetation, Amazon Basin, Economy, Wealthiest – Poorest, Imports, Exports, Natural Resources, Crops, Crime, Favelas, Capital City, Brasilia, Rio De Janeiro, Behala,

Summer theme	Exploring early mapping skills	Where do animals live on our globe? (including weather)	What are the countries & capital cities of the UK? What is London like now?	What is Greece like now?	What do I know about the UK? Countries, cities and geographical regions	Why should the rainforests matter to all of us?	How can we use digital technologies to map our changing world?
FS / National Curriculum Coverage	Children to apply their journey to school to a simple sketch of it, discussing the things they go past on the way.	♣ Name and locate the world's 7 continents and 5 oceans. ♣ Identify seasonal and daily weather patterns in the UK and identify hot and cold areas of the globe.	♣ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	♣ locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, with a region in a European country.	♣ Name & locate counties & cities of the UK, geographical regions & their identifying human & physical characteristics, key topographical features (including hills, mountains, coasts & rivers), & land-use patterns; & understand how some of these aspects have changed over time	♣ Describe & understand key aspects of: physical geography, including: climate zones, biomes & vegetation belts ♣ Describe & understand key aspects of human geography, including: land use, economic activity including distribution of natural resources ♣ Use maps, atlases, globes & digital /computer mapping to locate countries & describe features. ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)	♣ Describe & understand key aspects of: physical geography, including: climate zones, biomes & vegetation belts ♣ Describe & understand key aspects of human geography, including: land use, economic activity including distribution of natural resources ♣ Use maps, atlases, globes & digital /computer mapping to locate countries & describe features. ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)
Vocabulary	home, house, road, journey, route, bus, walk, cycle, car, near, far, left, right, turn, school, straight on.	season, weather, rain, sun, wind, snow, Autumn, Spring, Summer, Winter, hot, cold, desert, polar region, equator, globe, world, north, south, east and west, country, continent, ocean, Earth, ice, glacier, frozen, dry (arid), map, aerial photograph, animals, environment, natural,	United Kingdom, England, Scotland, Wales, Northern Ireland, flag – Union Jack, (Republic of Ireland) Island, Capital City, London, Cardiff, Edinburgh, Belfast (Dublin), country, characteristics, mountains, rivers, seas traditions, language, coastal, riverside, landmarks, castle, parliament, palace, monarch, government, features of a capital city, docks, River Thames.	Continent, Europe, country, Greece, Capital City, United Kingdom. Human & Physical features, culture, traditions, language, population, European Union, town, city, village, Mediterranean Sea, Mountains, Islands, tourism, economy, climate, weather, food, exports.	land-use, mountain, hill, peak, valley, farming, agricultural, national park, country, borders, county, region, settlements, city, town, conurbation, village, hamlet, urban, rural, communities, sea, ocean, coastline, rivers, canals, transport, roads, networks, heathland/moorland, forests/woodland, population, traditions, culture, languages, flags, national identity.	rainforests, biome, vegetation, tropical, monsoon, climate, hemisphere, tropics of Cancer/Capricorn, layers, emergent, forest floor, canopy, understory, animals, ecosystem, biodiversity, environmental impact, deforestation, biodiversity, fragile ecosystem, interdependence, species	climate emergency, habitat and ecosystem decline, desertification, deforestation, pollution, deglaciation, physical and human impact, population increase, natural disasters, migration, immigration, emigration, biomes, vegetation belts, latitude, longitude, tropics, timezones.

Locational Knowledge	Children to know where they live, who they live with and where their house is on their street. Children to think about the things that are near their house.	Name and locate features in their locality. Name and locate our local rivers. Avon, Sowe. Name and locate the world's seven continents and 5 oceans. Locate Equator, North and South Poles.	Name and locate features in their locality and compare where Binley Woods is to Coventry -Locate Kenya and recognise it is in Africa, next to Indian Ocean. Understand that we live in Binley Woods in the county of Warwickshire, in the country of England which has a capital city London part of the UK. Learn where all our countries and capital cities are.	Use in depth knowledge of Binley Woods and Brandon Wood. Where are the UK's major mountain ranges, how were they formed and how have they changed over time? Compare with worldwide ranges at end of unit. Name and locate a wider range of places including Greece as a country in Europe.	Locate significant physical features – volcanoes and fault lines of countries in the wider world. Locate significant physical features –Rivers in the UK and countries in the wider world. Make comparisons. Name and locate a number of settlements, counties, regions, physical and human features of the UK.	Understand the detailed features of a local settlement. Locate global areas which have geographical similarities. Locate main biomes and vegetation belts across the world know the location of the world's main rainforests – Make comparisons between Amazon, Borneo and Daintree rainforests.	Confidently name and locate an increasing range of counties/regions in the UK and Europe and discuss how it has changed over time. Accurately locate Brazil within South America and compare differences within its regions. Precisely locate main biomes and vegetation belts across the world and identify changes in location and size over time.
Human Geography	Understand their families and nearest community. Who they live with and who they live nearby. Talk about their relatives and relationships in their households. Notice human features on their journey to school, road signs, bus stops, modes of transport, parks etc.	Identify key human features and landmarks in Binley Woods – e.g. park, shop, roads, bus stops. Village on the river bank. Do people live at the equator and poles? How do they manage?	Identify key human features of a city and compare it to their local village. Understand difference between village, town, city. Study a Kenyan village and its human features. Study the animals of Kenya. What is a capital city? Look at the human features of a capital city and why they are capitals.	Study Impact of humans on the woodland management of Brandon Wood. How do people use our mountains in the UK? How do they protect them? Analyse key human features of Greece including villages, towns, cities and tourist attractions.	Study human impact of Volcanoes and Earthquakes, including why settlements are near volcanoes. How humans use rivers and why settlements are near them. Study how humans affect rivers and how to protect their ecosystem. Human features of countries, counties and regions of the UK. Look into the development, similarities and differences of human settlements. Land use across the UK.	Identify why people chose to settle in Brinklow and why they choose to live there now. Study the impact of human settlement and how it has changed. Study human impact on planet's biomes how they have contributed to the growth or decline of certain biomes. Look at rising climate awareness Focus on human impact on rainforest biome. The decline and deforestation of rainforests. Climate awareness.	Explore the troubled past and current troubles within Europe along with how countries attempt to work with each other and how country borders have changed. Look at the Brazilian Economy in depth, how humans use and exploit natural resources and the gap between rich and poor comparing this with the UK. How have humans, overpopulation and migration affected our climate, biomes and vegetation belts.
Physical Geography	To identify trees, fields, woodland on their journey to school. What can they see out of their window? What can they see out of the school window? Link with weekly forest schools.	Identify physical features of their local area – open spaces, woodland. Study key physical features – river, stream, valley, mountain, rain, river- bank vegetation. Study weather and seasons in their local area. Compare this with hot and cold areas around the world.	Identify key physical features of a city and compare it to their local village. Identify key physical features of Kenya, its vegetation and climate. The countries of the United Kingdom. An Island and Coastal nation, famous natural landmarks.	Identify key physical features on a trail map of Brandon Wood. Understand how mountains were formed and how they change over time. Look at the role of weather. Study the key physical features of Greece – mountains, climate, and other physical	Study fault-lines, seismic activity and physical processes of volcanic eruptions and earthquakes. Physical processes of a river and its part in the water cycle. How rivers shape our landscapes. Mountains, rivers, coastlines, national parks and other physical	Study key physical features that contributed to the development of a Brinklow settlement. Categorise biomes and vegetation belts by their physical features, climate conditions, seasonal differences and ecosystems. Look at	In quizzing recap on the main physical features of Europe. Map key physical features in Brazil and how they have been utilised or exploited by humans in Brazil's economy. Explore physical changes to the Earth's surface,

				islands, coast and compare with UK.	features and landmarks of the UK. Interdependence of human and physical features. Climate, weather & population.	subdivisions. Study natural decline. Key physical features of a rainforest which supports its biodiverse ecosystem. Including layers & climate.	climate, environmental stability, biomes etc.
Geographical enquiry and investigation	Who are my family and what do they mean to me? How do I get to school? What can I see on my journey to school? Can I make a simple map of the things I travel past on my journey to school?	Ask questions about their local area. How fast does a river flow and does this change? Why is a river wiggly? Why do these animals live in the desert/polar regions? Why do these plants grow here?	How is Coventry different to Binley Woods? Ask questions about life in Kenya. Would you prefer to live in a Kenyan village or Binley Woods? How is each country of the UK different? Why is London a capital city and how is it different to Coventry? How has London changed since the Great Fire?	What is the best trail to make in Brandon Wood? How can I manage my trail effectively? Is it a mountain or a hill? How was it formed? Ask questions about mountains and hills of the UK. How can you locate Snowdon on an OS Map? Is Greece a good place to go on holiday? Has Greece's past affected it today?	Why do people live near volcanoes? What is the impact of Earthquakes on communities? Why are certain parts of the world impacted more? Why are rivers important in the water cycle? Are canals and rivers the same? How can we protect our rivers? Focussing on land-use, how does each country of the UK differ from the other?	Why did people settle in Brinklow? Why do they continue to live there now? Ask relevant geographical questions depending on biome studied. How have biomes change over time and how have humans contributed to this? What is the impact of deforestation on rainforest ecosystem?	What effect did the World Wars have on the development of Europe today? How does the economy of Brazil compare to the UK? How does the state of South Eastern Brazil compare with the county of Warwickshire? How has the world's biomes, vegetation belts and climate changed over time? What can humans do?
Fieldwork	Go for walks in their local area and in the woods. Talk about and draw the things they have observed.	Visit Binley Woods (their near location) and use a simple map. Visit the river Avon in Wolston, track its journey and make simple observations. Beach field trip	Visit the city of Coventry to understand how it has developed (also history) Creating a signpost or compass landmark in school.	Walk through Brandon Wood, follow maps, observe and take photos. Local hills fieldtrip	Visit a local river to observe rate of flow, depth and examples of erosion at different points along the river. Measure distance and direction of travel.	Study and record human and physical features on visit to Brinklow. Use observations of local area to prove what biome we are living in.	Orienteering unit on residential and in local woodlands unrelated to topic theme – Using a compass and map to find locations on a map.
Interpreting Sources of Information	Look at pictures of their local area. Look at a simple pictorial map of a journey to school. Look at photographs of things on their route.	Relate symbols on maps to human and physical features within the village. Look at maps and aerial photographs of the Avon from source to mouth. Using non-fiction texts and looking at globes and world maps.	Studying maps and aerial photographs of Coventry. Using atlases, studying non-fiction texts about Kenya. Maps and aerial photographs of the United Kingdom and London. Analysing photos of different UK countries.	Use and interpret maps, photographs, leaflets from Friends of Brandon Woods and Warwickshire Wildlife Trust. Research mountains using secondary sources, use maps. Use maps, atlases, country and tourist information guides.	Study aerial photographs and satellite images of areas affected by natural disasters resulting from seismic activity. Compare tables and charts. Examine newspaper reports. Information texts, photographs and maps of river systems. Compare different rivers around the world. Maps, atlases, population charts, information texts and tourist guides of aspects of UK.	Study local and OS maps, make observations in fieldwork exercise. Maps, atlases, digital satellite images, information texts, photographs. Study maps, aerial photographs, digital satellite images. Find information in non-fiction texts including diaries and journals of rainforest experiences.	Changing maps of Europe showing empires, countries, regions and capital cities. Research secondary sources about Brazil and South America, study images, aerial photos and maps. Analyse export charts. Use digital software, graphs and GIS systems to study changes in maps over time.

Communicating Geographical Information	Talk about their families and their relationships. Show photographs to the class. Talk about their journey to school. Make a simple sketch of their area and school journey.	Draw a simple journey whilst using directional language around the village. Make a class river and coastal display, design a boat and describe its journey using key vocab Reporting the daily weather. Writing about the animals in deserts and polar regions. Making a simple hot and cold key on a map.	Tour guide poster for Coventry explaining its landmarks and features. Children to explain whether they would prefer to live in a Kenyan village or Binley Woods referring to physical & human features. Countries of the UK fact-file.	Producing a nature trail map and displaying it on Friends of Brandon Wood website. Sketch of a mountain labelled with physical features. Greece tourism leaflet. Explain why Greece is a good holiday destination drawing on human and physical features.	Recount and report on experiences of Volcanic eruptions & earthquakes. Geographical diagram of the water cycle relating to a river they have studied. Country fact-files which compare human and geographical similarities and differences. Own maps.	Produce sketch maps with photographs with clear labels of land-use. Make comparisons with other settlements in the UK and globally. Produce a presentation of their journey 'Long way down,' through the biomes. Saving our rainforests climate information leaflet.	Explain how Europe has changed over time and been impacted by the World Wars and ongoing conflict, treaties and unions. Charity leaflet which highlights the economic issues faced by people in Brazil. Non Chron report. Use mathematical data to report n global changes.
Direction/Location	Which way do I go to school? How do I travel? Do I go left or right? When do I turn into a different street? When do I go straight on?	Use directional language when walking around Binley Woods – near, far, left and right. Introduce North, South, East and West – which direction does the Avon flow. Using North, South, East and West to describe hot and cold areas on globe.	Use directional language to describe Coventry in relation to BW. N,S,E,W Describe a journey from a Kenyan village to Nairobi. Describe where the village is in comparison to us. Make a toposcope/signpost for our school – Which direction is London and how many miles?	Use a compass to navigate the school and Brandon Wood. Use grid references on a map of the UK to plot & find features of mountains and mountain ranges. Apply directional knowledge and grid references to maps of human and physical features in Greece.	Introduce latitude and longitude by locating world's most famous volcanic eruptions and earthquakes. Use a compass to track the direction of flow of local river, use measurements and N,E,S,W. Use co-ordinates and simple grid references to find the location of key features of the UK.	Use a compass and OS maps to find features and location of Brinklow. Understand location of biomes and vegetation belts in context of latitude, longitude, hemispheres. Use 4 and 6 figure grid references to locate coordinates of specific locations within rainforest locations.	Use 4 and 6 figure grid references to pinpoint changes within Europe. Use 4 and 6 figure grid references to pinpoint changes within Brazil. Apply knowledge of latitude, longitude, global reference points and time zones to describe areas that have seen the most change.
Using Maps	Look at and explore simple pictorial maps of their route to school.	Look at maps and aerial photographs of Binley Woods Look at maps and aerial photographs of the Avon from source to mouth. Globes, aerial photographs, maps of the world.	Compare maps of Coventry and Binley Woods – use a key to find features and compare. Use local maps, country maps, world maps and globe, introduce simple grid references. Use grid references in a map to locate capital cities of UK.	Follow local maps of Brandon Wood & identify features within the woods. Use topographical maps of the UK to locate hills and mountainous regions. Recognise contours. Use symbols to locate summits. Use maps of a European Country to find out about the main features of a country.	Use longitude & latitude lines to find main volcanic eruptions & earthquakes – spot locational patterns. OS maps for local rivers. Maps and Atlases alongside grid references to identify world rivers. Examine the land use of different parts of the UK. Compare different types of maps of the UK and how they are similar/different.	Use OS Maps whilst in Brinklow and compare with land-use maps and aerial photographs to study land-use. Analyse biome and vegetation maps of the globe – look at how they have changed over time. Analyse world maps to locate major rainforest biomes using grid references. Compare localised rainforest maps to see change over time	Analyse changes of maps of Europe. Compare different maps of Brazil to communicate different types of information. – political, regional, topographical, economic. Using digital GIS systems to track changes on a global maps. Make predictions for how maps could look in the future.
Map drawing / Representation	Make a simple sketch from their house to school including what they see along the way.	Draw a simple journey whilst using directional language around the village. Draw a river journey.	Plot physical and human features on maps of Coventry and Binley Woods.. Construct a simple key of Kenyan village.	Plan and draw own trail map through Brandon Wood. Plan and draw a tourist map of a local hills or Snowdon using a key	Plot a timeline of seismic activity to plot patterns related to the Ring of Fire. Using compass recordings and	Produce own sketch map of Brinklow which accurately labels landuse Map a journey 'Long way down,' which goes from North to South Pole	Annotate changes on European maps using digital software. Produce own map of Brazil with legend to

		Making a key on a world map showing hot and cold areas, animals and vegetation.	Devise a simple map of the UK and London, construct own key.	and symbols – Add tourist trails to map. Label a map of Greece, its surrounding countries and seas.	coordinates draw our local river on a grid. Draw a map of somewhere suitable for a new settlement in the UK, include a key/legend	travelling through as many different biomes, using map references. Case study a particular rainforest and sketch a timeline of map changes due to deforestation.	communicate a human aspect of Brazil. Use digital maps to produce a best-case a worse case scenario comparison maps of a chosen affected biome, vegetation belt or ecosystem. Sketch own map of an ecological city of the future.
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