



Geography Progression Map

Subject Intent

Beverley's Geography curriculum offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. Geography intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the world around them. Students will develop a well-rounded knowledge of the world as well as their local environment and geographical features. The Geographical concepts are: investigating places through understanding the geographical location of places and their physical and human features. Investigate patterns through understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported. To communicate geographically through understanding geographical representations, vocabulary and techniques. For EYFS we have designed a curriculum that can be covered chronologically to allow a full opportunity for students to really grasp the difficult concept of knowledge and understanding of the world. For those students above Milestone 3 they will follow the appropriate National Curriculum or accreditation routes.

Subject Implementation

At Beverley we weave Geography through termly Key Stage projects. By using Project Based Learning (PBL), we aim for our students to develop real life links through various projects that our students can make connections and reference to. By using this enquiry based approach, PBL encourages active enquiry to engage and enthuse our students about the world around them living respectfully with others and being respectful towards the planet. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and inclusion of key vocabulary is built into each lesson to ensure that students are allowed opportunities to repeat and revise this knowledge.

Subject Impact

Beverley Students are happy, engaged and active enquirers in learning activities. They are developing their geographical skills, knowledge and understanding. They are also developing independence to manage themselves (physically and emotionally) and be more able to express themselves through their preferred method of communication. They are knowledgeable about a wide range of culture and are comfortable discussing its value and merits. They will be able to deploy appropriate knowledge in a given situation: a job interview, a conversation with a friend/ neighbour, building a work

network and so on. Our students will achieve progress through National Curriculum objectives, Beverley Steps, Accreditation outcomes and EHCP outcomes.

Subject Progression

Level Expected at the End of EYFS

We have selected the most relevant statements from the Delivery Matters age ranges for 0 -3 and 3 – 4 years olds as well as highlighting the statements within the ELGs which feed into the programme of study for History.

Geography		
0 - 3	Understanding the World	<ul style="list-style-type: none">• I can recognise familiar people• I have a sense of own immediate family and relations
3 – 4	Understanding the World	<ul style="list-style-type: none">• I can begin to make sense of my own life story
Reception	Understanding the World	<ul style="list-style-type: none">• I can comment on images of familiar situations in the past• I can compare and contrast characters from stories, including figures from the past
ELG	Understanding the World	Geography <ul style="list-style-type: none">• I can draw information from a simple map• I can explore the natural world around me• I can recognise some environments are different to the one I live in

The following curriculum progression map comprehensively shows the progression of historical skills and concepts from Pre Milestone 1 – Milestone 3. For those students above Milestone 3 they will follow the appropriate National Curriculum/ Accreditation routes. Accreditation routes are in parentheses eg. (Entry Level 1 – Entry Level 2).

INVESTIGATE PLACES (location, human or physical features)	Pre Milestone 1 Beverley Steps P4 – 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)		Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)
	<ul style="list-style-type: none"> • I can become familiar with various places (P4) • I can understand the purpose of familiar places (P4) • I can become familiar with various people (P4) • I can demonstrate that I know familiar people or places (P4) • I can independently find my way to a familiar location. (P5) • I can locate a familiar place. (P5) • I can follow simple directions. (P5) • I am aware of significant differences in "natural" features and "made" features. (P5) 	<ul style="list-style-type: none"> • I can identify significant differences in “natural” features and “made” features (P6) • I can use pictures or symbols to show familiar places (P6) 		<ul style="list-style-type: none"> • I can communicate my preferences about physical/ natural and human/ made features of places • I can begin to use symbols to represent direction and can record key features of a place using models or symbols • I am aware of my role in caring for my own environment e.g watering classroom plants or garden, or picking up litter • I can use simple geographical language to communicate my ideas about various locations, functions and roles • I can use resources and my own observations to respond to simple questions about places and people • I can recognize simple symbols or representations on maps and plans • I can show some understanding of environmental awareness and how it relates to my own life and can express a view on features of the environment which I find attractive or unattractive.
	Milestone 1 Beverley Steps P10 – 11 NC Y1 & 2 (Entry Level 2-Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 NC Y3 & 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 NC Y5 & 6 (Level 1 Secure- Level 2 Emerging)	Milestone 4 Beverley Steps 16+ NC Y7+ (Level 2 Developing- GCSE 4+)

	<ul style="list-style-type: none"> • I can ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • I can use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • I can use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<ul style="list-style-type: none"> • I can ask and answer geographical questions about the physical and human characteristics of a location. • I can explain own views about locations, giving reasons. • I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • I can use a range of resources to identify the key physical and human features of a location. • I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of 	<ul style="list-style-type: none"> • I can collect and analyse statistics and other information in order to draw clear conclusions about locations. • I can identify and describe how the physical features affect the human activity within a location. • I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with 	<ul style="list-style-type: none"> • I can extend my locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities • I can state geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia
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	<ul style="list-style-type: none"> • I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • I can name and locate the world's continents and oceans. 	<p>these aspects have changed over time.</p> <ul style="list-style-type: none"> • I can name and locate the countries of Europe and identify their main physical and human characteristics. 	<p>maps and topological maps - as in London's Tube map).</p> <ul style="list-style-type: none"> • I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • I can name and locate the countries of North and South America and identify their main physical and human characteristics. 	
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INVESTIGATE PATTERNS (physical features and human activities)	Pre Milestone 1 Beverley Steps P4 – 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)	
	<ul style="list-style-type: none"> • I can handle artefacts given to me with care. (P4) • I can handle materials given to me. (P4) • I know that certain actions produce predictable results. (P4) • I can repeat an action to cause the same effect. (P4) • I can demonstrate my understanding of what familiar people are there for (P4) • I can sort objects according to simple features or properties. (P5) • I can classify objects according to simple features or properties. 	<ul style="list-style-type: none"> • I am aware of the importance of taking care of the environment (P7) • I can participate in environmental care activities (P7) 	<ul style="list-style-type: none"> • I can demonstrate some understanding of the importance of taking care of the environment (P8) • I can relate environmental awareness to my own life (P8) 	
	Milestone 1 Beverley Steps P10 – 11 NC Y1 & 2 (Entry Level 2-Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 NC Y3 & 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 NC Y5 & 6 (Level 1 Secure- Level 2 Emerging)	Milestone 4 Beverley Steps 16+ NC Y7+ (Level 2 Developing- GCSE 4+)

	<ul style="list-style-type: none"> • I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • I can 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 can identify land use around the school. 	<ul style="list-style-type: none"> • I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • I can describe geographical similarities and differences between countries. • I can describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • I can understand some of the reasons for geographical similarities and differences between countries. • I can describe how locations around the world are changing and explain some of the reasons for change. • I can describe geographical diversity across the world. • I can describe how countries and geographical regions are interconnected and interdependent. 	<ul style="list-style-type: none"> • I can demonstrate an understanding, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> ○ physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts • I can demonstrate an understanding, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> ○ human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources • I can state how human and physical processes interact to
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				influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems
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	Pre Milestone 1 Beverley Steps P4 – 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level – Entry Level 1)
Communicate geographically	<ul style="list-style-type: none"> • I can identify various natural objects. (P5) • I can identify various made objects. (P5) • I can answer simple questions about places. (P5) • I can answer simple questions about people. (P5) 	<ul style="list-style-type: none"> • I can discuss the purpose of familiar places (P6) • I can discuss an environment or place I have seen or visited (P6) • I can discuss a familiar person (P6) • I can answer simple questions about familiar places (P6) • I can answer simple questions about familiar people (P6) • I can discuss preferences about the “natural” and “made” features of a place (P7) • I can demonstrate awareness of direction (P7) • I can use symbols to represent direction (P7) 	<ul style="list-style-type: none"> • I can recognise “natural” and “made” features of places (P8) • I can use simple Geographical language to describe various locations (P8) • I can use simple Geographical language to describe various functions and roles (P8) • I can use information provided to respond to simple questions about places (P8) • I can use my own observations and experiences to respond to simple questions about places (P8) • I can use information provided to respond to simple questions about people (P8)

	<ul style="list-style-type: none"> • I can use models or symbols to represent key features of a place (P7) • I can discuss what familiar symbols or models represent (P7) • I can record key features of a place (P7) 	<ul style="list-style-type: none"> • I can recognise simple symbols or representations on a map or plan (P8) • I can use simple symbols to represent features (P8) • I can follow directions using simple symbols (P8) • I can communicate my views on attractive features in the environment (P8) • I can communicate my views on unattractive features in the environment (P8) 	
<p style="text-align: center;">Milestone 1 Beverley Steps P10 – 11 NC Y1 & 2 (Entry Level 2-Entry Level 3)</p>	<p style="text-align: center;">Milestone 2 Beverley Steps P12 – 13 NC Y3 & 4 (Level 1 Emerging – Level 1 Developing)</p>	<p style="text-align: center;">Milestone 3 Beverley Steps P14 -15 NC Y5 & 6 (Level 1 Secure- Level 2 Emerging)</p>	<p style="text-align: center;">Milestone 4 Beverley Steps 16+ NC Y7+ (Level 2 Developing- GCSE 4+)</p>
<ul style="list-style-type: none"> • I can use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • I can use basic geographical vocabulary to refer to key human 	<ul style="list-style-type: none"> • I can describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • I can use the eight points of a compass, four-figure 	<ul style="list-style-type: none"> • I can 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 can describe and understand key aspects 	<ul style="list-style-type: none"> • I can build on my knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field • I can interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and

	<p>features, including: city, town, village, factory, farm, house, office and shop.</p> <ul style="list-style-type: none"> • I can use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • I can devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<p>grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <ul style="list-style-type: none"> • I can use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	<p>aerial and satellite photographs</p> <ul style="list-style-type: none"> • I can use Geographical Information Systems (GIS) to view, analyse and interpret places and data • I can use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information
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This Progression Map complements the Curriculum Map, which covers subject content over time. These are planned in Key Stages and can be found on TEAMS.

