

Geography Progression Journey

Year 2	Location –	Place -	Human and physical processes
Teur Z	 Use of atlas' UK Use maps to find different countries in the UK Use world maps to find the continents and oceans Use compass points to plan a route around local area Develop own sketch map for local area Aerial photographs of local area, UK, contrasting countries 	 Compare Stoke-On-Trent and coastal area in the UK (seaside) Compare Stoke-On-Trent to Pakistan (skills used – aerial photographs, maps, atlas) 	- Begin to understand wider features beyond their experience e.g. coastal location and how it impacts on population and use of land
Year 1	Location - know Normacot, Stoke-On-Trent, England - Use maps to find where they live - Plan a route around school - Walk around their local area - Learn about simple compass points - Aerial photographs of local area	Place – - Compare Normacot and rural area in Stoke- On-Trent (trip to Parkhall County Park)	Human and physical processes - Naming human and physical features in Normacot and Stoke-On-Trent
Foundation 2	Location – knowing they live in a house, on a street in Normacot, move on to naming their city and country	Place — simple comparisons between where they live and places they see in books e.g. What the ladybird heard compares city to farm - Directional and positional language - Simple maps through stories e.g. What the ladybird heard - They look at a simple map of their local area	Human and physical processes - Talking about natural occurring physical phenomena such as rivers, hills, mountains, caves in stories
Foundation 1	Location – knowing where they live e.g. in a house on a street	Place – experience of different places – they know there are different countries though stories that they read e.g. Handa's Surprise - Positional language	Human and physical processes - Talking about natural occurring physical phenomena such as rivers, hills, mountains, caves in stories