

AAT Curriculum Progression

Geography Progression

Terms 1/2	T1 - Super Me	A Toy Story	Pudding to Pepys	Changing Ages	Walk like an Egyptian	We'll Meet Again	Who let the Gods out?
	T2 - Celebrations						
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Geographical focus	My school and town	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>Draw information from a simple map.</p> <p>Familiarise children with the name of the road, and or village/town/city the school is located in.</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</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>countries</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>Recognise some environments that are different to the one in which they live.</p> <p>Teach children about a range of contrasting environments within both their local or national region.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</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 cause that? How is it likely to change in the future?</p>

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	Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.						Identify and describe similarities, differences in and patterns in detail when investigating different places, environments and people.
Human and Physical Geography	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Guide children's understanding by drawing children's attention to the weather and seasonal features.</p> <p>Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.</p>	<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>Identify the key stages of a river.</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. Explain some links and interactions between people, places and environments.</p>

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					Talk about and explain the different stages of the water cycle.		
	Basic Geographical vocabulary: town school road path house flat church Behind next to on top under near far map features	Basic Geographical vocabulary: 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	Basic Geographical vocabulary: River (Thames) Beach Coast Sea City Town Hill House Office Harbour factory London/ Belfast/ Cardiff/ Edinburgh	Basic Geographical vocabulary: Land use Region Settlements Hamlet Village Town City Human and physical Farming Agriculture Resort	Basic Geographical vocabulary: Egypt Africa Equator Settlement Region River Water cycle Precipitation Condensation Evaporation Feature of a river	Basic Geographical vocabulary: Europe Trade Land use Mountain range Economy Topography Land locked island	Basic Geographical vocabulary: Europe Population Population density Settlements Economic activity Climate Lakes/ loch island
Geographical skills and fieldwork	Draw information from a simple map. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.	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	What are the differences between our capital city and the town we live in?	Which human and physical geographical	What impact do rivers have on society?	How did geographical features play a part in the 2 nd WW?	What makes both Greece and Scotland popular tourist destinations?

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		countries that make up the UK?		characteristics influence where people settle?			
Key concepts Place (environment) Space (location) Scale (distance)	Identify features of personal and local environment. Show an understanding of how a map shows information about our personal/local environment. Develop an understanding of personal scale and begin to understand local scale.	Describe some characteristics of countries studied. Identify where my town and country is in relation to the other countries of the UK. Begin to develop an understanding of local and regional scales.	Describe some similarities and differences between two places. Identify the location of features in my town and our capital city. Show an understanding of local regional and national scales.	Describe the impact of population on this place. Talk about how this location connects to other places. Show an understanding of global scales	Identify how this environment is unique. Discuss the how rivers can change populations. Talk about the links between global, national and local scales.	Discuss the similarities and differences between the environments studied. Explain how the locations created trade links. Explain the global impact of this event.	Discuss the unique characteristics of the place and the human impact on it. Describe and explain how the features of the location impact the economic activity. Explain how this place can have a local, regional, national and global impact

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Terms 3/4	We're Going on a Bear Hunt	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	Comparing locations	The World	Comparison between the UK and Peru	A study of Italy	Comparison between UK and a European country	The Rainforest and a study of Mexico	Volcanos and Earthquakes
Location Knowledge		name and locate the world's seven continents and five oceans		<p>Locate the world's countries, using maps</p> <p>Identify environmental regions, key physical and human characteristics, and major cities</p> <p>Identify the position and significance of the Northern Hemisphere,</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>Identify environmental regions, key physical and human characteristics, and major cities</p> <p>Identify the position and significance of latitude, longitude, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Locate the world's countries, using maps to focus on North and South America</p> <p>Identify environmental regions, key physical and human characteristics, and major cities</p> <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p>	<p>Locate the world's countries, using maps concentrating on their key physical characteristics</p> <p>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)</p>
Place Knowledge	<p>Recognise some similarities and differences between life in this country and life in other countries. Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations.</p> <p>Avoid stereotyping and explain how children's lives in other countries</p>		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 contrasting non-European country	<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 more searching geographical questions including 'how?' and 'why?'</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 more searching geographical questions including 'how?' and 'why?'</p> <p>Identify and describe similarities, differences and patterns when investigating</p>	<p>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</p> <p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p> <p>Recognise geographical issues affecting people in</p>	

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	<p>may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Teach children about a range of contrasting environments within both their local or national region. Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>				different places, environments and people	different places and environments.	
Human and Physical Geography	<p>Model the vocabulary needed to name specific features of the natural world, both natural and manmade.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Guide children's understanding by drawing children's attention to the weather and seasonal features.</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Locate hot and cold areas of the world in relation to the equator and the north and south poles.</p>	<p>Use basic geographical vocabulary to refer to: key physical features key human features</p>	<p>Describe and understand key aspects of: Human geography: types of settlement land use, economic activity including trade links and 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.</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains 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</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains 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 key aspects of human and</p>	<p>Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes</p> <p>Explain how volcanoes are formed and where volcanoes are located.</p> <p>Explain how earthquakes are caused</p>

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	Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.				physical features and patterns	physical features and patterns as well as links and interactions between people, places and environments.	
	Basic Geographical vocabulary: Close far place similarities differences weather change natural rain sun rainbow hot cold windy cloudy	Basic Geographical vocabulary: World Season weather North and South poles Equator Climate Temperature Continent Ocean	Basic Geographical vocabulary: farm rainforest desert vegetation valley soil national global globe atlas	Geographical vocabulary: Northern hemisphere Equator Culture Food Border Climate Landmarks Volcano Earthquake	Geographical vocabulary: Climate zones Sweden Continent Biomes Resources Trade links Latitude Longitude Arctic Circle	Geographical vocabulary: Climate zone Biome Vegetation belt Rainforest Biodiversity Habitat Deforestation Sustainable/ Unsustainable Consumer/ Producer Commercial farming Resources	Geographical vocabulary: Volcanoes Earthquakes Igneous Minerals Geology Eruption Mantel Magma Lava Crust Active/dormant Tectonic plates Fault lines Collision boundaries
Geographical skills and fieldwork	Recognise some similarities and differences between life in this country and life in other countries. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.	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 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?

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Place (environment) Space (location) Scale (distance)	<p>Talk about what life is like in contrasting locations.</p> <p>Begin to identify locations on a global scale</p> <p>Describe if places are near or far in relation to each other.</p>	<p>Explain what it is like in hot and cold climates.</p> <p>Identify the locations of contrasting climates.</p> <p>Begin to show an understanding of national and global scales.</p>	<p>Explain the similarities and differences between a local and global scale.</p> <p>Describe the physical and human features of areas studied in simple terms.</p> <p>Show an understanding of national and global scales.</p>	<p>Discuss how this place is represented.</p> <p>Describe the physical and human features of the location.</p> <p>Understand what impact this national scale has globally.</p>	<p>Compare the life of people in two contrasting environments.</p> <p>Explain patterns and relationships.</p> <p>Talk about the links between global and national scales.</p>	<p>Describe what we could do to create a sustainable future for this place.</p> <p>Discuss the impact of trade links between locations.</p> <p>Explain how this place can have a global impact</p>	<p>Explain the impact the physical geography has on this place.</p> <p>Describe the impact volcanoes and tectonic plates have on boundaries.</p> <p>Explain how this place can have a local, regional, national and global impact</p>
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Terms 5/6	Beside the Seaside	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							
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Geographical focus	Weather	Local study: School and Bexhill	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				<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; reference to human and economical features</p>
Place Knowledge							

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Human and Physical Geography	<p>Understand the effect of changing seasons on the natural world around them. Guide children's understanding by drawing children's attention to the weather and seasonal features. Understand the effect of changing seasons on the natural world around them. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.</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>Describe and understand key aspects of Physical geography</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>Describe and understand key aspects of Physical geography: Coasts and rivers</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>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</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>Geographical vocabulary: Map route weather change natural rain sun rainbow hot/cold windy cloudy</p>	<p>Geographical vocabulary: Hill woods building School Shop House Road Castle Near/ far Left/right</p>	<p>Geographical vocabulary: Compass North South East West Hill Woods Building Abbey Grounds Forest Roads vegetation</p>	<p>Geographical vocabulary: Map Photograph Key Symbol Coast Beach Tide Rockpools River Cliff</p>	<p>Geographical vocabulary: Priory Key Symbol Digital mapping Four figure grid reference Aerial and oblique photographs</p>	<p>Geographical vocabulary: Erosion Tides Sediment Regional National Scale Coast Cave Cliff Digital mapping Eight-point compass six figure grid reference Sketch map</p>	<p>Geographical vocabulary: Trade Trade routes Import Export Goods Developed country Developing country MEDC LEDC</p>
Geographical skills and fieldwork.	<p>Draw information from a simple map. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment,</p>	<p>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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>Devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to</p>	<p>Know and use the eight points of a compass</p> <p>Use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area</p>	<p>Use the eight points of a compass</p> <p>Use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area</p>	<p>Use the eight points of a compass</p> <p>Use six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area</p>	<p>Use the eight points of a compass</p> <p>Locate information/ places with increasing speed and accuracy</p> <p>Use a key more independently to make deductions about landscape/ industry/ features etc.</p>

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	or maps from imaginary story settings they are familiar with.	<p>Begin to understand and use aerial photographs and plan perspectives</p> <p>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.</p> <p>Use simple field sketches</p> <p>Use a camera</p> <p>Collect data during fieldwork such as the number of trees/houses</p> <p>Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above</p> <p>Make a simple map and label fey features.</p>	<p>study the geography of the local county.</p> <p>Use simple field sketches and diagrams</p> <p>use a camera</p> <p>Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features</p> <p>Collect and organise simple data from first and second hand sources including fieldwork</p> <p>Explain simple patterns and offer an explanation</p> <p>Use simple compass directions and locational/directional language when using maps</p> <p>Draw simple maps or plans using symbols for a key</p>	<p>Use a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>Draw and use more detailed field sketches and diagrams, using symbols for a key</p> <p>Observe, measure and record the human features in the local area responding to a range of geographical questions</p> <p>Draw maps more accurately plan view (from above) and know why a key is needed.</p> <p>Use some basic OS map symbols</p> <p>Use maps and atlases appropriately by using contents and indexes</p> <p>Understand and use 4 figure grid references</p> <p>Use eight points of a compass to describe the location of a country or geographical feature</p> <p>Begin to identify features on aerial/oblique photographs.</p>	<p>Use a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>Draw sketch maps and plans using standardised symbols and key</p> <p>Try to make a simple, scale drawing</p> <p>Use contents/index to locate position of location including page/coordinates</p> <p>Locate and name geographical features on an Ordnance Survey map.</p> <p>Begin to recognise symbols on an OS map.</p> <p>Plot a route on a map, from one place to another, identifying significant landmarks</p> <p>Use 4 figure grid references with increasing accuracy and independence</p> <p>Apply knowledge of the eight compass points during fieldwork.</p> <p>Identify features on aerial/oblique photographs.</p>	<p>Use a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>Begin to draw maps in scale</p> <p>Draw a sketch map using symbols and a key;</p> <p>Use/recognise OS map symbols.</p> <p>Locate information/place with speed and accuracy</p> <p>Understand and use 6 figure grid references.</p> <p>Use the eight compass points with more accuracy to build knowledge of the local area.</p>	
Concept Question		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?

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Place (environment) Space (location) Scale (distance)	Talk about what the environment is like.	Understand and begin to describe physical and human features.	Describe the physical and human features of a place from real life experience and using maps	Explain how the unique features of an environment help us navigate a place.	Describe how the environment has changed over time.	Compare the changes in the environment between two periods in time.	Explain why the changes to an environment had an impact on economic activity.
	Begin to show a location can be mapped.	Talk about what is unique about this location	Identify these features in real life and on a map.	Apply knowledge of a location in order to navigate a place.	Investigate changes in the space, comparing maps	Investigate changes in the space, comparing maps	Investigate changes in the space, comparing more complex maps
	Show an understanding of how some features are close together and some are far away.	Begin to talk about how my view of a place changes as I zoom in and out.	Using maps, identify how far away this place is from others.	Identify where this place is situated on a personal/local/regional scale.	Identify where this place is situated on a personal/local/regional scale.	Identify where this place is situated on a personal/local/regional/National scale.	Identify where this place is situated on a personal/local/regional/National/global scale.