

Geography Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Through the exploration of the EYFS Framework: Understanding the World	Through the teaching of: <ul style="list-style-type: none"> • A Local Geography Study • The British Seaside 	Through the teaching of: <ul style="list-style-type: none"> • Geography Genius Topic • Explorers 	Through the teaching of: <ul style="list-style-type: none"> • The Amazon Rainforest • Mountains, Rivers and Coasts 	Through the teaching of: <ul style="list-style-type: none"> • A Local Geography Study 	Through the teaching of: <ul style="list-style-type: none"> • Iceland's Earthquakes and Volcanos 	Through the teaching of: <ul style="list-style-type: none"> • Climates and Biomes
Context for study	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p>	<p>National Curriculum – Key Stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>		<p>National Curriculum – Key Stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</p>			

Locational Knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<p>To name and locate the world's seven continents.</p> <p>To name and locate the world's five oceans.</p> <p>To name, locate and identify characteristics of the four countries of the United Kingdom.</p> <p>To name, locate and identify characteristics of the four capital cities of the United Kingdom.</p> <p>To name, locate and identify the surrounding seas of the United Kingdom.</p>		<p>To locate the world's countries, using maps to focus on Europe and North and South America.</p> <p>To identify environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To name and locate counties and cities of the United Kingdom.</p> <p>To identify geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns in the UK.</p> <p>To understand how some of the above aspects have changed over time.</p> <p>To 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>				
	Children will:							
	<p>Understand position through words alone. For example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Draw information from a simple map.</p>	Have used maps and images to gain a basic locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world.	Have a simple locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world.	Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features.	

Place Knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	To understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. To understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.		To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom – through a local geography study in Y4. To understand geographical similarities and differences through the study of human and physical geography of a region in a European Country – Iceland in Y5. To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America – Brazil in Y3.			
	Children will:						
	Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.	Show simple understanding by describing the places and features they study using some geographical vocabulary. Begin to identify some similarities and differences and simple patterns in the environment.	Show growing understanding by describing the places and features they study using simple geographical vocabulary. Identify some similarities and differences and simple patterns in the environment.	Begin to develop their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings. Begin to compare places. Begin to understand simple reasons for similarities and differences.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings. Become more skilled at comparing places. Understand some reasons for similarities and differences between places.	Understand, in simplistic terms, what a number of places are like, how and why they are similar and different. Understand simply how and why places are changing.	Understand, in some detail, what a number of places are like and how and why they are similar and different. Understand how and why places are changing.

Human and Physical Geography

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather?</p> <p>To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>		<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>To describe and understand key aspects of 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>			
Children will:							
	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the</p>	<p>Begin to identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Begin to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Begin to use some basic geographical vocabulary to refer to physical features including: beach, cliff,</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use simple geographical vocabulary to refer to physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean,</p>	<p>Describe and begin to understand a key aspect of human and physical geography.</p> <p>Identify patterns.</p> <p>Begin to develop their understanding about how places change and the links between people and the environment.</p>	<p>Describe and develop understanding around a key aspect of human and physical geography.</p> <p>Identify patterns.</p> <p>Demonstrate how places change and make some links between people and the environment.</p>	<p>Describe and understand key aspects of human and physical geography.</p> <p>Know about simple spatial patterns in physical and human geography.</p> <p>Begin to know about the conditions which influence those patterns, and the processes which lead to change.</p>	<p>Describe and understand key aspects of human and physical geography.</p> <p>Know about some spatial patterns in physical and human geography.</p> <p>Know about the conditions which influence those patterns, and the processes which lead to change.</p>

	<p>one in which they live.</p>	<p>coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Begin to use some basic geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>river, soil, valley, vegetation, season and weather.</p> <p>Use simple geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>			<p>Show simple understanding of the links between places, people and environments.</p>	<p>Show growing understanding of the links between places, people and environments</p>
--	--------------------------------	--	--	--	--	--	--

Geographical Skills and Fieldwork

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>To use simple compass directions (North, South, East and West).</p> <p>To use 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>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To devise a simple map.</p> <p>To use and construct basic symbols in a key.</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>To use simple fieldwork and observational skills to study the key human and physical features of my surrounding environment.</p>		<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To use the eight points of a compass to build my knowledge of the United Kingdom and the wider world.</p> <p>To use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p> <p>To 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 and graphs, and digital technologies.</p>				
	Children will:							
	<p>Recognise a globe and map of the world.</p> <p>Use basic directional language: up, down, right, left, under and around.</p>	<p>Use picture maps and globes.</p> <p>Use simple directional language: near, far, left, and right to describe the locational of features and routes on a map.</p>	<p>Use a simple atlas.</p> <p>Use the four point compass: North South, East and West, to describe location of features and routes on a map.</p> <p>Make increasingly detailed observations.</p>	<p>Use a range of maps and images with growing confidence.</p> <p>Confidently use compass directions: North, South, East and West to follow and give directions.</p>	<p>Confidently use globes, atlases, images, aerial photos and begin to use computer mapping.</p> <p>Identify the eight points of the compass directions:</p>	<p>Confidently use an atlas including the contents page and index.</p> <p>Confidently use eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build</p>	<p>Confidently use a range of maps, atlases, images, globes and digital mapping.</p> <p>Confidently and accurately use eight point compass directions: N, NE, E, SE, SW,W and NW</p>	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Make basic observations about the environment they are in.</p> <p>Draw a basic sketch showing some key features of the environment they are in or know.</p> <p>Draw a simple map using imagination or knowledge of a specific place.</p> <p>Measure using simple words and simple recording.</p> <p>Ask and answer questions about places, features and environments.</p> <p>Work in a group to ask and answer questions.</p>	<p>Make simple observations.</p> <p>Draw a simple sketch map showing key features of the school, its grounds and surrounding, including creating own symbols.</p> <p>Ask more relevant questions about the surrounding environment.</p> <p>Measure using simple words and frequency recording.</p> <p>Reach simple conclusion to a fieldwork question or prediction.</p>	<p>Use photo, video or audio to gather evidence of what they can see.</p> <p>Use aerial photos to recognise landmarks and basic human and physical features.</p> <p>Draw a simple sketch map showing key features of the school, its grounds and surrounding environments, including agreed realistic symbols to make a simple key.</p> <p>Ask relevant questions about the school, its grounds and surrounding environment.</p> <p>Measure using a guided tally and standard units such as minutes and metres.</p> <p>Present findings simply.</p> <p>Reach a simply described conclusion to a fieldwork question or prediction.</p>	<p>Use letter and number coordinate to locate features on a map.</p> <p>Make links to different observations in the local area.</p> <p>Use a camera, video or audio to gather appropriate data.</p> <p>Draw a sketch map with simple annotations showing human and physical features of the local area.</p> <p>Draw a simple map of a familiar short route using OS symbols.</p> <p>Confidently ask geographical questions about places and environments and express own opinions.</p> <p>Measure accurately using a tally and standard units.</p> <p>Begin to identify benefits and</p>	<p>N, NE, E, SE, SW,W and NW.</p> <p>Begin to follow and give directions to build knowledge of the UK and wider world using the eight point compass.</p> <p>Use four-figure grid references to locate features on a map.</p> <p>Make clear links between different observations in the local area.</p> <p>Use a camera and locate labelled photos on a map.</p> <p>Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.</p> <p>Draw an accurate map of a short route using OS symbol.</p> <p>Devise and ask questions using geographical vocabulary.</p>	<p>knowledge of the UK and wider world.</p> <p>Accurately use four-figure grid references on an OS map and attempt six-figure references.</p> <p>Make clearly explained links between observations in the local area.</p> <p>Use a camera and locate annotated photos on a map.</p> <p>Draw a sketch map with relatively sized features and annotations showing human and physical features of the local area, using OS symbols and a key.</p> <p>Devise and ask questions using geographical vocabulary, recognising that others may have different points of view.</p> <p>Ask questions to carry out an</p>	<p>to follow and give directions to build knowledge of the UK and wider world.</p> <p>Accurately use six-figure grid references on an OS map.</p> <p>Make clearly explained links between observations in the local area and the wider world to identify patterns.</p> <p>Draw a variety of maps, sketches and plans with accurate symbols, keys and scale.</p> <p>Devise and ask questions using geographical vocabulary, recognising why others may have different points of view.</p> <p>Ask a range of geographical questions to carry out an investigation and explain opinions from a range of different points of view.</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>limitations of data collection methods.</p> <p>Present data and findings simply using maps, graphs and/or digital technologies.</p> <p>Reach an increasingly thorough conclusion to a fieldwork question or prediction.</p>	<p>Answer questions about places and environments to aid investigation and express their different opinions relating to issues.</p> <p>Measure using simple instruments, digital technologies, including measuring more than one aspect at once.</p> <p>Describe the benefits and limitations of data collection methods.</p> <p>Present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion.</p> <p>Reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction.</p>	<p>investigation and consider a range of points of view.</p> <p>Measure human and physical features in the local area using a range of appropriate instruments.</p> <p>Simply justify data collection methods.</p> <p>Independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion.</p> <p>Reach a well described and explained conclusion to the fieldwork question or prediction that is backed up with evidence.</p>	<p>Accurately measure human and physical features in the local area using a range of appropriate instruments.</p> <p>Confidently justify and evaluate data collection methods.</p> <p>Independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion.</p> <p>Reach a thoroughly described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence.</p>