

# Geography Progression Map

## Level Expected at the End of EYFS

### People, Culture and Communities.

- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
- Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Exploring the Natural World around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught:</p> <p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• name and locate the world’s seven continents and five oceans;</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean,</li> </ul>	<p>Pupils should be taught:</p> <p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;</li> <li>• 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).</li> </ul>

- river, soil, valley, vegetation, season and weather;
- key human features, including: city, town, village, factory, farm, house, office, port,
- harbour and shop.

#### **Geographical Skills and Fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;
- 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.

#### **Place Knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

#### **Human and Physical Geography**

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers,
- mountains, volcanoes and earthquakes, and the water cycle;
- 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.

#### **Geographical Skills and Fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- 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 and the wider world;
- 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.

EYFS	Year 1/2		Year 3/4		Year 5/6	
<p><b>Understanding the world People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>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</p> <p><b>The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <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 and changing states of matter</p>	<p>Continents, oceans, countries of UK and seas</p> <p><b>LOCATIONAL KNOWLEDGE</b> Location, Order Connection</p>	<p>Comparison of a non-European location with small area of UK</p> <p><b>PLACE KNOWLEDGE</b> Location, Environment Culture, Connection</p>	<p>UK Study</p> <p><b>LOCATIONAL KNOWLEDGE</b> Location, Order Environment, Region Landscape</p>	<p>Latitude and longitude</p> <p><b>LOCATIONAL KNOWLEDGE</b> Location, Position Diversity, Time</p>	<p>World cities, biomes and environmental regions</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b> Location Interdependence, Pattern Environment, Settlement Economic</p>	<p>Comparison study of North America, Europe and UK</p> <p><b>PLACE KNOWLEDGE</b> Location, Connection Economic, Order Pattern, Remoteness</p>
	<p>Hot and cold locations</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b> Location, Environment Culture</p>	<p>Compare an alternative non-European locality</p> <p><b>PLACE KNOWLEDGE</b> Location, Environment Culture, Remoteness</p>	<p>Human geography (+ revisit module)</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b> Location, Culture Connection, Interdependence</p>	<p>Rivers</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b> Location, Order, Proximity Region, Landscape, System</p>	<p>4 and 6 figure grid references</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b> Location Absolute position Scale Settlement</p>	<p>Physical processes</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b> Time, Location, Process Connection, Environment System</p>
	<p>Human geography</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b> Location Order, Environment Culture, Patterns Physical geography</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b> Location, Order Environment, Patterns</p>	<p>Human geography</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b> Location, Order Environment, Culture Time, Pattern Physical geography</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b> Location, Order Environment, Pattern</p>	<p>Physical geography (+ revisit module)</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b> Location, Connection Process</p> <p>OS maps and scale</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b> Location, Scale, Proximity</p>	<p>Water cycle</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b> Environment, Connection Interaction, Landscape Process, Cycle</p> <p>Fieldwork and mapping</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b> Location, Scale, Proximity</p>	<p>Revisit World cities, biomes and environmental regions</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b> Location Interdependence, Pattern Environment, Settlement Economic</p> <p>OS maps and fieldwork</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b> Location, Scale, Proximity</p>	<p>Settlements</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b> Location, Proximity Landscape, Interdependence Lived space</p> <p>Maps and orienteering</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b> Location, Proximity Scale, Connection, Pattern</p>
	<p>Local area map work skills</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b> Location, Environment, Patterns</p>	<p>Local area map work skills and introduction to scale</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b> Location, Environment, Pattern, Similar</p>				