



Geography

Progression Map

	EYFS	KS1	KS2
<p>National Curriculum Objectives</p>	<p>People, Culture and Communities (ELG)</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps <p>The Natural World (ELG)</p> <ul style="list-style-type: none"> Explore 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 in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p><u>Location Knowledge</u></p> <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> 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><u>Human & Physical Geography</u></p> <ul style="list-style-type: none"> 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 <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> 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 	<p><u>Location Knowledge</u></p> <ul style="list-style-type: none"> 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 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 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><u>Place Knowledge</u>  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</p> <p><u>Human & Physical Geography</u></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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,

		<p>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>minerals and water Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • 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.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning by year group	<p>Location Knowledge:</p> <ul style="list-style-type: none"> • Know the names of the four countries in the United Kingdom and locate them on a map. • Know about some of the main things that are in hot and cold places • Locate the equator on a world map 	<p>Location Knowledge:</p> <ul style="list-style-type: none"> • Name the capital cities of England, Wales, Scotland and Northern Ireland (Castles) • Name the continents of the world and locate them on a map • Name the world's oceans and locate them on a map (Sea sides) 	<p>Location Knowledge:</p> <ul style="list-style-type: none"> • Locate 6 European countries and their capital cities (WW2) • Locate the northern, southern hemispheres and equator (Rainforests) • Locate cities and counties of the UK (WW2) 	<p>Location Knowledge:</p> <ul style="list-style-type: none"> • Know, name and locate European countries and their capital cities (Roman Empire) • Locate national and local topographical features of the UK (Rivers/Mountains) 	<p>Location Knowledge:</p> <ul style="list-style-type: none"> • Know the tropics of Cancer, Capricorn in relation to the equator. Know the location of the Arctic and Antarctic Circle. (Our Changing World) <p>Know land-use patterns; and how some of these aspects have changed over time (Our Changing World)</p> <ul style="list-style-type: none"> • Know about time zones, latitude, longitude. Greenwich meridian (To Infinity and Beyond) 	<p>Location Knowledge:</p> <ul style="list-style-type: none"> • Know name and locate non-European countries and their capital cities (including the Americas) (British Empire Mexico/Australia)
	<p>Human and Physical</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom. • identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North 	<p>Human and Physical</p> <ul style="list-style-type: none"> • Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (Sea sides) • Key human features including: city, town, 	<p>Human and Physical</p> <ul style="list-style-type: none"> • Know about settlement and land use linked to natural resources (Stone Age to Iron Age) 	<p>Human and Physical</p> <ul style="list-style-type: none"> • Know about the water cycle and the course and features of a river. (Raging Rivers) • Know about volcanoes and earthquakes and their key features (see vocabulary) 	<p>Human and Physical</p> <ul style="list-style-type: none"> • Know why places are similar and dissimilar based on specific human and physical features (Our Changing World, Greece) • Economic activity, including trade links 	<p>Human and Physical</p> <ul style="list-style-type: none"> • Know why places are similar and dissimilar based on human and physical features. (Cromford Village, UK and Mexico, UK and Australia) • Understand climate zones, biomes and

	<p>and South Poles (All Creatures Great and Small)</p> <ul style="list-style-type: none"> Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Lovely Littlelover) 	<p>village, factory, farm, house, office, port, harbour and shop. (Comparative study)</p>		<p>Locate and name some of the key mountains ranges (Mighty Mountains)</p>	<p>and the use of natural resources including energy, minerals and water (How's It Growing?)</p>	<p>vegetation belts (Survival)</p> <ul style="list-style-type: none"> Economic activity, including trade links and the use of natural resources including energy, minerals and water (Fair Trade, Industrial Revolution)
	<p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (Littlelover and Derby)</p>	<p>Place knowledge 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 (Our local area and Jamaica)</p>	<p>Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (WW2 contrast Derby and Osnabruck in North Western Germany)</p>	<p>Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region in the UK. (Snowdonia and Mt Everest)</p>	<p>Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. (a region of Greece)</p>	<p>Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America (Spain and Mexico)</p>
	<p>Fieldwork Skills</p> <ul style="list-style-type: none"> 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. 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; 	<p>Fieldwork Skills</p> <ul style="list-style-type: none"> 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. Use simple compass directions (North, South, East and West) and locational and directional language [e.g. near and far; left and right], to describe the location of features and routes on a map. 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 	<p>Fieldwork Skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Navigate a map using 8-point compass points and 6-point grid references. 	<p>Fieldwork Skills</p> <ul style="list-style-type: none"> Use the eight points of a compass, fourfigure 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Navigate a map using 8-point compass points and 4-point grid references. 	<p>Fieldwork Skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Navigate a map using 8-point compass points and 6-point grid references 	<p>Fieldwork Skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Navigate a map using 8-point compass points and 6-point grid references.

	<ul style="list-style-type: none"> 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. 	grounds and the key human and physical features of its surrounding environment.				
Key Vocabulary	<p>forest, hill, mountain, river, sea; north, south, east west, Spring, Summer, Autumn, Winter; polar, equator London, Edinburgh, Cardiff, Belfast, forest, hill, mountain, river, sea; name human features: village, town, city, capital city, country, farm house, shop, countryside, Derby, Littleover, Mickleover</p>	<p>beach, cliff, coast, island, ocean, valley, vegetation, factory, office, harbour, office, shop, port. Europe, Asia, South America, North America, Australasia, Antarctica, Africa, Atlantic Pacific, Southern, Arctic, Indian,</p>	<p>English Channel, Irish Sea, North Sea; Atlantic, northern and southern hemispheres, equator, North East, North West, West Midlands, East Midlands, Yorkshire and Humberside, East Anglia, South West, South East,</p>	<p>core, crust, dormant, eruption, lava, layers, magma, Richter scale, tectonic plates, Cairngorms, Mourne Mountains, Pennines, Cumbrian Fells, Snowdonia, Everest, Alp, Pyrenees, Caucasus, Himalayas, Rockies, Andes; bank, downstream, upstream flood plain, mouth, source, tributary; cloud, condense, cyclical evaporate, precipitation; run off meander, oxbow, upper course, middle course and lower course; summit, outcrop, ridge, foot, valley, slope, face, snowline, treeline; know how mountains are formed: fold, fault block, volcanic, dome, plateau</p>	<p>Tropics of Cancer and Capricorn; Arctic and Antarctic Circles, lines of latitude, lines of longitude and longitude; time zones, Prime Meridian, chemical/physical biological weathering, erosion, coastlines, regeneration, borders, minerals, resources, renewable,</p>	<p>Biomes, eco-system, climate, polar climate, temperate climate; tropical climate, subtropics, boreal, taiga forest; temperate and deciduous forest; rainforest; savannah; grassland, tundra, desert and ice, industrialisation, empire, colony, Fair Trade</p>