

A progression in Geography from Reception to Year 6

	EYFS	Key Stage one	Lower Key Stage two	Upper Key Stage two	Key Stage three
Locational knowledge	<p>Notice things in the place where I am and react to them by commenting.</p> <p>Ask questions.</p> <p>Respond to questions – like what and where?</p> <p>Know that there are different countries in the world.</p>	<p>Name & locate world's 7 continents and 5 oceans</p> <p>Name and locate the 4 countries and capital cities of the UK and the surrounding seas.</p> <p>Identify the characteristics of the 4 countries of the UK.</p>	<p>Locate the world's countries, using maps to focus on Europe (including Russia): concentrating on their environmental regions, key physical or human characteristics, countries, and capital cities.</p> <p>Know the difference between Country groupings of 'British Isles', 'United Kingdom' and 'Great Britain'</p> <p>Name and locate geographical regions of the UK and be aware of different counties and cities. Identify physical and human characteristics of the UK and those specific to different regions. Identify key topographical features including naming main UK hills, mountains & rivers or types of coasts</p> <p>Explain how aspects of regions have changed over time.</p> <p>Identify physical and human characteristics of the North West. Identify counties and main cities of the North West.</p> <p>Identify topographical features of the North West, including hills, mountains, coasts and rivers.</p> <p>Understand how some aspects of the North West have changed over time.</p> <p>Compare how river use has changed over time and the impact on settlements and trade.</p>	<p>Locate the world's countries, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries, capital and major cities.</p> <p>Name and locate cities & counties of the UK (linked to History topic on Vikings)</p> <p>Identify the different hemispheres on a map. Identify the position and significance of latitude, longitude. Locate the equator, the tropic of Cancer, the Tropic of Capricorn, Artic and Antarctic Circle. Draw conclusions about the climates of countries on the Equator and on the tropics. Identify the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Extend my locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>

<p>Place knowledge</p>		<p>Understand geog. similarities and differences through studying the human & physical geography of a small area of the UK & contrasting non-European country.</p>	<p>Develop contextual knowledge of constituent countries of UK; national emblems; population totals/characteristics; language; customs, iconic landmarks etc.</p> <p>Understand geographical similarities and differences of human & physical geography of the North West and the region of Pompeii.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of the North West and a region within N. America - Niagara Falls and the Great lakes. Refer to the case study of Europe in lower KS2</p>	<p>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p>
<p>Human and physical Geography</p>	<p>Identify and name the four seasons and know that there are differences between them.</p> <p>Discuss how some places in the world are hot and some are cold.</p> <p>Discuss features that I see in my local area.</p> <p>I can use secondary sources – pictures, photos, stories, films to find out about a place</p> <p>I can tell you what a place is like in simple terms</p> <p>I know & can use simple geographical vocabulary e.g. near/far up/down, wet, dry.</p> <p>I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house.</p>	<p>Identify seasonal/ daily UK weather patterns.</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 these specific key vocabulary to describe physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)</p> <p>key human features (city, town, village, factory, farm, house, office, port, harbour, shop, address)</p>	<p>Describe & under-stand key aspects of physical geography including</p> <p>*Rivers e.g. erosion, deposition, transportation</p> <p>*Mountains.</p> <p>*Explain volcanoes/ earthquakes in simple terms.</p> <p>*Describe the water cycle using a diagram.</p> <p>Describe and understand key aspects of:</p> <p>*physical geography, including: climate zones, biomes and vegetation belts within UK and Europe.</p> <p>Describe and understand key aspects of:</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 within the UK and Europe</p> <p>Apply the vocabulary of other subjects such as maths and science when describing geographical features and processes.</p>	<p>Describe and understand key aspects of:</p> <p>*physical geography, including: climate zones, biomes and vegetation belts within North and South America.</p> <p>Describe and understand key aspects of:</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 within the UK and North and South America.</p> <p>Use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.</p>	<p>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p> <p>*physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</p> <p>*human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</p> <p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p>

<p>Geographical skills and fieldwork</p>	<p>Create a simple story map.</p> <p>Create a simple map looking at what they can see around them.</p> <p>Follow a simple map to locate key features in a story or in my classroom.</p> <p>Find areas of the world that are cold places using a map of the world</p>	<p>I use world maps, atlases and globes to identify the UK & its countries</p> <p>I can identify the countries, the 7 continents and 5 oceans of the world on a map, globe and in an atlas.</p> <p>I use a world map, atlas and globe to identify Australia for our comparison study.</p> <p>Use simple compass directions (NSEW)</p> <p>Use locational and directional language (e.g. near and far; left and right) to follow a route on a map and describe the location of features.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Make a simple map</p> <p>Use & construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study physical and human features of: *my school and its grounds. *the immediate area just outside the school boundary. *the centre of the village, recognising different types of land use, buildings and environments.</p> <p>Use observational skills and ask and respond to questions.</p> <p>I can use mathematical vocabulary to describe position and location.</p>	<p>I can use a map, atlas and globe to locate *main regions of the UK and some main cities *the North West, its counties and major cities</p> <p>I can locate the world's countries, using maps to focus on Europe</p> <p>I can use maps to identify the scale of Europe in comparison to the UK.</p> <p>I can use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns of the North West of the UK</p> <p>Use an atlas to find places using index/ contents.</p> <p>Understand and use a key to locate places on a map.</p> <p>Understand and interpret maps and aerial photographs</p> <p>Begin to understand scale and distance on a map</p> <p>*Begin to use discursive skills; presentational skills (artistic/graphical/oral); organisation of information; cross-curricular links with History, Science and SMSC.</p> <p>OS map skills – Use the 8 points of a compass.</p> <p>I can use and understand OS symbols and keys to build up my knowledge of a local place, the North West and Europe.</p> <p>I can use 4-figure coordinates to locate features.</p>	<p>Use a globe, maps and some OS symbols on maps, to name and locate UK counties & cities</p> <p>Locate the world's countries, using maps to focus on North & South America.</p> <p>Use maps to identify the scale of North and South America in comparison to the UK.</p> <p>Use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns of the North and South America</p> <p>Use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>Realise purpose, scale, symbols and style are related.</p> <p>*Use discursive skills; presentational skills (artistic/graphical/oral); organisation of information; cross-curricular links with History, Science and SMSC.</p> <p>OS map skills- I can use the 8 points of a compass, symbols and key to show my knowledge of locating cities of the United Kingdom and the wider world.</p> <p>Use Ordnance Survey maps at different scales.</p> <p>Understand and use <u>6 figure grid references</u> to Interpret OS maps.</p>	<p>I can build on my knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</p> <p>I can interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs I can use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p>I can use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>
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