



Progression in Geography

Early Years Foundation Stage							
UNDERSTANDING OF THE WORLD.							
Links to: History, Geography , Science, RE							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals (End of EYFS)
Nursery Skills	To be able to identify similarities and differences between themselves and peers. (Au1)	To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. (Au2) To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. (Au2) (Au2)	To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. (Sp1)		To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats. (Su1) Make comparisons between habitats of farm animals and wild animals. (Su1) Make own habitats using a range of resources. (Su1)	To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for. (Su2) Talk about where food comes from and bake a range of things. (Su2)	<p>People, Culture and Communities. 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>



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Nursery Knowledge	To know about family structures and be able to talk about who is part of their family. (Au1)	To learn about the different stories related to Autumn festivals. (Au2)	To know similarities and differences between modes of transportation. (Sp1) a computer. (Sp1)	(To know that difference creates live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful. (Su1) Wild animals live in forests/jungles/safari and sometimes zoo's or aquariums. (Su1)	To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. (Su2)	
Reception Knowledge	To know that there are many countries around the world. (Au1) To know that people in other countries may speak different languages. (Au1) I can discuss daily weather/ seasons. (Au1)	To know that people around the world have different religions. (Au2) To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2) To know that adults do a variety of jobs. (Au2) To know that the emergency	I can talk about features of my own immediate environment and how environments may vary from one another (Sp2) I can make observations and express their views of the environment. (Sp2)		I can explain why geographic changes occur (Su2) I can ask questions about their familiar world (where they live or the natural world) (Su2)		



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		<p>services exist and what they do. (Au2)</p> <p>I can talk about some features of the areas where I live (Au2)</p>			
<p>Reception Skills</p>	<p>To know that there are many countries around the world. (Au1)</p> <p>To know that people in other countries may speak different languages. (Au1)</p> <p>I can discuss daily weather/ seasons. (Au1)</p>	<p>To know that people around the world have different religions. (Au2)</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2)</p> <p>To know that) To know that adults do a variety of jobs. (Au2)</p> <p>To know that the emergency services exist and what they do. (Au2)</p> <p>I can talk about some features of the areas where I live (Au2)</p>	<p>I can talk about features of my own immediate environment and how environments may vary from one another (Sp2)</p> <p>I can make observations and express their views of the environment. (Sp2)</p>	<p>I can explain why geographic changes occur (Su2)</p> <p>I can ask questions about their familiar world (where they live or the natural world) (Su2)</p>	

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	Aims	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Investigate places	<p>This concept involves understanding the geographical location of places and their physical and human features.</p>	<p><u>Milestone 1 objectives:</u> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<p><u>Milestone 2 objectives:</u> Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<p><u>Milestone 3 objectives:</u> Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">NC Locational Knowledge</p>	<p>NC KS1 subject content:</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>NC KS2 subject content:</p> <p>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</p> <ul style="list-style-type: none"> 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>Year 1 Our Country (Amazing spaces in the UK)</p> <p>Our World: Extreme Weather</p> <p>name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Year 2 Australian Adventure</p> <p>name and locate the world's seven continents and five oceans</p>	<p>Year 3 Land of Hope and Glory</p> <p>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</p>	<p>Year 4 Eurovision</p> <p>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</p>	<p>Year 5 St Lucia Fairtrade</p> <p>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</p> <p>Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Year 6 Earthquakes, Zones and Volcanoes</p> <p>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</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,</p>
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NC Place Knowledge	<p>NC KS1 subject content:</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>NC KS2 subject content:</p> <ul style="list-style-type: none"> 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>Year 1</p> <p>Our Country (Amazing spaces in the UK)</p> <p>Our World: Extreme Weather</p> <p>understand geographical similarities and differences through studying the human and physical geography of</p> <p>a small area of the United Kingdom,</p>	<p>Year 2</p> <p>Australian Adventure</p> <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</p> <p>contrasting non-European country</p>	<p>Year 3</p> <p>Land of hope and Glory</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,</p> <p>a region in a European country,</p>	<p>Year 4</p> <p>Eurovision</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 a</p> <p>European country</p>	<p>Year 5</p> <p>St Lucia -Fairtrade</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 within</p> <p>North or South America</p>	<p>Year 6</p> <p>Earthquakes, Zones and Volcanoes</p> <p>understand geographical similarities and differences - South America</p>
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Investigate patterns	<p><u>Curriculum objectives:</u> This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how to investigate patterns.</p>	<p><u>Milestone 1 objectives:</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</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. • Identify land use around the school. 	<p><u>Milestone 2 objectives:</u> Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<p><u>Milestone 3 objectives:</u></p> <ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
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NC KS1 subject content:

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

- 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
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

NC KS2 subject content:

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

Year 1

Our Country (Amazing spaces in the UK)

Our World: Extreme Weather

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

- 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
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Year 2

Australian Adventure

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

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
- key human features,** including: city, town, village, factory, farm, house, office, port, harbour and shop

Year 3

Land of hope and Glory

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

Year 4

Eurovision

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

Year 5

St Lucia -Fairtrade

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

Year 6

Earthquakes, Zones and Volcanoes

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes



Communicate geographically	<p>This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p><u>Milestone 1 objective</u> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<p><u>Milestone 2 objective</u> Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<p><u>Milestone 3 objective</u> 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, fourfigure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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NC Geographical Skills & Field work	<p>NC KS1 subject content:</p> <p>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</p> <ul style="list-style-type: none"> □ 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 <p>NC KS2 subject content:</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> □ 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. 	<p>Year 1</p> <p>Our Country (Amazing spaces in the UK)</p> <p>Our World: Extreme Weather</p> <p>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</p> <p>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</p>	<p>Year 2</p> <p>Australian Adventure</p> <p>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</p> <ul style="list-style-type: none"> □ 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 	<p>Year 3</p> <p>Land of hope and Glory</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four - 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</p> <ul style="list-style-type: none"> □ 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>Year 4</p> <p>Eurovision</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four - 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</p> <ul style="list-style-type: none"> □ 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>Year 5</p> <p>St Lucia -Fairtrade</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> □ 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. 	<p>Year 6</p> <p>Earthquakes, Zones and Volcanoes</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> □ 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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