



Geography Progression Map

EYFS	30-50 months Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Talk about some of the things they have observed, such as plants, animals, natural and found objects. Talk about why things happen and how things work. Develop and understanding of growth, decay and changes over time. Show care and concern for living things and the environment.		40-60 months Look closely at similarities, differences, patterns and change.		ELG Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another.	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
On-going	Use a widening range of identified geographical terms and vocabulary in discussion and in writing to describe features and processes etc					
<p style="color: #76b82a;">Locational Knowledge</p> <p style="color: #76b82a;">General geographical knowledge, position and significance, UK and Global</p> <p style="color: #76b82a; font-size: small;">KS1 NC name and locate the world's seven continents and five oceans NC name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p style="color: #76b82a; font-size: small;">KS2 NC 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 NC 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</p>	<p>Begin to name and locate the UK, its four countries and capital cities and its surrounding seas on a world map and globe.</p> <p>Name, locate and identify some characteristics of the four countries of the UK and their capital cities.</p> <p>Name and locate areas within the school and its grounds and the school's position in the local area.</p> <p>Identify some human and physical features of the school and school grounds and its immediate area and name key landmarks.</p> <p>Identify what a continent is and that they live in Europe.</p> <p>Recognise and name some of the world's seven continents and five oceans on a globe or atlas.</p>	<p>Name and locate the UK, its four countries and capital cities and its surrounding seas on a world map and globe.</p> <p>Identify a range of physical and human features of the UK.</p> <p>Locate different types of local settlement on a map and some key landmarks, human and physical features.</p> <p>Identify where they live on a map of the UK.</p> <p>Name and locate the 7 continents and 5 oceans on a globe or atlas.</p> <p>Identify the position of the Poles and Equator on a globe or atlas.</p>	<p>Name and locate some counties and major cities of the UK, geographical regions and identify human and physical characteristics</p> <p>Start to locate key topographical features of the UK including coasts, hills, mountains and rivers</p> <p>Recognise some elements of land-use in the local area.</p> <p>Relate where they live to continent, country, region, county, city.</p> <p>Use a globe and atlas to identify the position and significance latitude, Equator, of the N and S hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p>	<p>Name and locate UK's major rivers and mountains.</p> <p>Describe the influence of rivers on land-use in the local area.</p> <p>Locate countries, major cities, environmental regions and their identifying human and physical characteristics within Europe including Russia on physical and political maps.</p>	<p>Name and locate UK's counties, cities and geographical regions of the UK</p> <p>Identify land-use patterns and understand how some aspects of land-use locally and in the UK have changed over time.</p> <p>Locate countries, major cities, environmental regions and their identifying human and physical characteristics within N and S America on physical and political maps.</p>	<p>Locate key areas and characteristics in UK using a variety of maps and scales</p> <p>Understand key aspects of the distribution of natural resources in the UK</p> <p>Describe and understand key aspects of settlement and land use (e.g. Begin to understand the relationship between major trade routes and settlements).</p> <p>Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, latitude and longitude.</p> <p>Relate places studied to their lines of latitude, longitude and time zones.</p>

<p>how some of these aspects have changed over time NC 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>	<p>Locate on a globe hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Identify in a map some key physical and human features of a continent.</p>	<p>Begin to locate the world's countries using GIS, atlases and maps.</p> <p>Be aware of the different boundaries of Britain, GB and UK.</p>	<p>Use an atlas to locate world's key mountain ranges and rivers, focussing on Europe.</p>	<p>Identify some states in N America using a map.</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and time zones, locating places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p>	
<p>Place Knowledge</p> <p>Compare and contrast</p> <p>KS1 NC 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> <p>KS2 NC 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>Understand geographical similarities and differences by comparing two places (e.g. places in the school grounds and surrounding area; Scotland and England).</p> <p>Make observations about and describe the school grounds and local area noting their distinctive features.</p> <p>Explore and begin to recognise the distinctive features of the countries of the UK.</p> <p>Explore and describe different environments and habitats around the world.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (e.g. Hale Village/New Brighton/Southport)</p> <p>Understand geographical similarities and differences through a study of human and physical geography of a contrasting non-European country (e.g. Bangladesh)</p> <p>Make observations about, and describe, the local area and its physical and human geography.</p> <p>Identify a range of natural and human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there.</p> <p>Describe their locality and how it is different from and similar to the distant place.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (SW England)</p> <p>Compare an area of Liverpool to an area of SW England identifying key differences (e.g. in land use, landmarks, transport links).</p> <p>Understand the basic physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Describe unique features of different climate zones and biomes</p>	<p>Understand the physical and human geography of a region in Europe and its contrasting human and physical environments. (Chamonix, French Alps)</p> <p>Compare similarities and difference between some regions in Europe.</p> <p>Describe the characteristics of settlements with different functions.</p> <p>Recognise that different regions are more susceptible to natural disasters than others.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within the UK and S America (Amazon Basin) and of a city in the UK and N America (New York)</p> <p>Understand differences between urban and rural Brazil and the lives of people living within Rio de Janeiro and compare this to their own lives.</p> <p>Understand how areas can change over time and some of the underlying reasons for that change.</p> <p>Consider interactions between human and physical environments (e.g. impact of flooding in the Mississippi and droughts in California)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography on a variety of scales.</p> <p>Understand on a global scale differences in the distribution of natural resources and trade links</p> <p>Understand the role of planning in determining an area's future use and function.</p> <p>Understand the positive impact we can have on the environment and sustainability</p>

<p>Human and Physical Geography</p> <p>Local and Global scales</p> <p>KS1 NC 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 NC 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</p> <p>KS2 NC 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</p>	<p>Describe landmarks and basic human and physical features in the school and local area.</p> <p>Begin to understand that the UK has a range of physical features and be able to describe some of these features.</p> <p>Talk about an aspect of the physical and human geography of a distant place, naming its features.</p> <p>Talk about day-to-day weather and some features of the seasons in their locality.</p> <p>Show awareness that the weather may vary in different parts of the UK and in different parts of the world.</p>	<p>Recognise and describe physical features of the local area and some points of contrast to other types of settlement.</p> <p>Recognise and describe some human and physical features of a range of settlements (rural, coastal and urban) in the UK.</p> <p>Describe the physical and human geography of an area studied in a non-European country.</p> <p>Identify and describe seasonal and daily weather patterns in the UK.</p> <p>Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</p>	<p>Begin to recognise and describe some political boundaries across the UK.</p> <p>Understand the range of physical and human features across the UK.</p> <p>Recognise the main land uses in urban areas and rural areas.</p> <p>Describe the pattern of hot or cold areas of the world and relate this to the position of the Poles, tropics and Equator.</p> <p>Start to understand the difference between climate and weather and that climate determines world biomes.</p> <p>Recognise there are advantages and disadvantages of living in certain environments.</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</p>	<p>Explore and describe the locational distribution of mountains and major rivers in the UK.</p> <p>Recognise and describe physical features of mountains and rivers.</p> <p>Understand how mountains and volcanoes are formed and explain why earthquakes occur.</p> <p>Understand how glaciers and avalanches can influence the landscape.</p> <p>Describe the water cycle and journey of a river</p> <p>Name some of the processes associated with rivers.</p> <p>Understand how physical processes (volcanic eruptions and glacial landslides) can cause hazards to people.</p> <p>Describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>Know and share information about a European region (Chamonix, SW France) and draw comparisons to Liverpool.</p>	<p>Explore the locational distribution of some major urban areas across the UK and know some ways in which they have changed over time.</p> <p>Describe some key physical and human characteristics of Europe and N and S America.</p> <p>Understand the diversity of environments and climate across N America and Brazil, S America</p> <p>Understand the relationship between climate and vegetation by exploring an example of a biome.</p> <p>Understand that animals and plants are adapted to the climate.</p> <p>Know and explore some ways a biome is valuable and under threat (deforestation).</p> <p>Know the terms ‘push’ and ‘pull’ and some factors influencing this by exploring village and city life and settlement patterns in Brazil.</p> <p>Describe some key physical processes and the resulting landscape features (erosion and Grand Canyon).</p>	<p>Explore and describe the location and significance of minerals, natural resources and major trade routes across the UK.</p> <p>Understand the relationship between climate zones, vegetation belts and global trade.</p> <p>Understand the impact of globalisation on the products we use and on local industry.</p> <p>Describe some renewable and non-renewable energy sources and how we can impact by reducing, re-using and recycling.</p> <p>Understand where our energy and natural resources come from.</p> <p>Understand and explain a range of threats to our environment and ways in which it can be protected.</p> <p>Begin to understand global warming by researching its impact on a specific biome.</p> <p>Understand hazards from physical environments and their management.</p> <p>Know and understand what life is like and in a range of settlement sizes in cities and in villages.</p>
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<p>Geography Skills and Fieldwork</p> <p>Enquiry, mapping, fieldwork, critical thinking, vocabulary</p> <p><i>KS1 NC 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</i> <i>NC 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</i> <i>NC 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</i> <i>NC use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</i></p>	<p>Revisiting knowledge and practising skills through games, books, fieldwork and internet.</p>					
	<p>Gathering information: Assist in keeping a daily weather chart based on first-hand observations using picture symbols.</p> <p>Use simple fieldwork and observational skills in the school, its grounds and surrounding areas.</p> <p>Ask geographical questions [i.e. What is it like where we live?]</p> <p>Sketching: Draw basic maps, including appropriate symbols and pictures to represent places or features.</p> <p>Create plans and draw simple features in their familiar environment</p> <p>Using maps:</p>	<p>Gathering information: Use a weather station to keep a weekly weather chart based on first-hand observations using picture symbols and present this data.</p> <p>Use a proforma to collect data e.g. a tally chart of weather.</p> <p>Begin to use their geographical skills, including first-hand observations, to enhance locational awareness.</p> <p>Sketching: Draw basic maps (e.g. add detail to a sketch map from aerial photograph).</p> <p>Add labels onto a sketch map, map or photograph of features and use and construct basic symbols</p> <p>Using maps:</p>	<p>Gathering information: Carry out fieldwork in the local area (e.g. traffic study) using appropriate techniques suggested including questionnaires.</p> <p>Ask and respond to geographical questions [i.e. Describe the landscape, Why is it like this?]</p> <p>Record information gathered using a simple graph.</p> <p>Sketching: Draw a simple sketch map from observation.</p> <p>Use standard symbols, and a key.</p> <p>Using maps:</p>	<p>Gathering information: carry out fieldwork in the local area (river study) selecting appropriate techniques.</p> <p>Present information gathered in fieldwork, selecting the most appropriate way including field sketches.</p> <p>Sketching: Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction.</p> <p>Begin to recognise and use OS map symbols, including completion of a key.</p> <p>Using maps:</p>	<p>Gathering information: Plan and carry out field work enquiry in the local area. (land use over time)</p> <p>Select appropriate methods for data collection such as interviews.</p> <p>Use graphs to display data collected.</p> <p>Sketching: Use sketches as evidence in an investigation.</p> <p>Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Recognise and use OS map symbols and a key understanding why it is important.</p>	<p>Gathering information: Plan and carry out a fieldwork investigation in an urban area.</p> <p>Use a range of graphs to display data collected.</p> <p>Evaluate the quality of evidence collected and suggest improvements.</p> <p>Sketching: Evaluate their sketch against set criteria and improve it.</p> <p>Draw plans of increasing complexity.</p> <p>Begin to use and recognise atlas symbols</p>

<p>of its surrounding environment.</p> <p>KS2 NC use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied NC 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</p> <p>NC 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>	<p>Use a simple plan map and simple letter and number grid to move around the school.</p> <p>Use plans, maps, globes and aerial images to recognise some features and places (locally and the wider world).</p> <p>Use relative vocabulary e.g. bigger/smaller, like/dislike.</p> <p>Use directional language e.g. near/far, up/down, left/right, forwards/backwards.</p> <p>Use simple compass directions.</p> <p>Map knowledge: Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify some continents and oceans.</p> <p>Communication: Communicate geographical information in a variety of ways e.g maps and plans.</p>	<p>Follow a route on a map.</p> <p>Use plans, maps, globes, atlases and aerial images to locate places and basic human and physical features.</p> <p>Use simple compass directions to locate named places (N, S, E, W).</p> <p>Use 2 fig GR and 4 points of a compass to identify features on a map.</p> <p>Map knowledge: Locate and name on a world map and globe the 7 continents and 5 oceans and some countries.</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles.</p> <p>Communication: Communicate geographical information in a variety of ways, including through maps and tables, numerical and quantitative skills.</p>	<p>Follow a route on a map with some accuracy.</p> <p>Locate places using a range of maps including OS & digital.</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps).</p> <p>Use 4 points of a compass</p> <p>Begin to use 4 fig GR. to identify features on a map.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures.</p> <p>Map knowledge: Locate the UK on a variety of different scale maps.</p> <p>Name & locate counties and major cities of the UK.</p> <p>Communication: Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing.</p>	<p>Follow a route on a large scale map.</p> <p>Locate places on a range of maps (variety of scales).</p> <p>Identify features on an aerial photograph, digital or computer map.</p> <p>Begin to use 8 points of a compass</p> <p>Use 4 fig GR to identify features on a map.</p> <p>Recognise contours show height.</p> <p>Describe height and slope from a map.</p> <p>Map knowledge: Locate Europe on a large scale map or globe.</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities.</p> <p>Communication: Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing.</p>	<p>Using maps: Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose.</p> <p>Begin to use atlases to find out other information (e.g. temperature).</p> <p>Find and recognise places on maps of different scales.</p> <p>Use OS map and atlas symbols.</p> <p>Use 8 points of a compass, begin to use 6 fig GR.</p> <p>Map knowledge: Locate the world's countries, focus on North & South America.</p> <p>Identify the position of lines of longitude & latitude.</p> <p>Communication: Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Using maps: Follow a short route on a OS map.</p> <p>Describe the features shown on an OS map.</p> <p>Use atlases to find out data about other places.</p> <p>Use 8 points of a compass and 6 fig GR accurately.</p> <p>Use lines of longitude and latitude on maps.</p> <p>Use thematic maps for specific purposes.</p> <p>Map knowledge: Locate the world's countries on a variety of maps, including the areas studied throughout KS1 and KS2.</p> <p>Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>Communication: Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>
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