



Geography Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Understand that some places are special to members of their community e.g. places that I regularly visit or are important to my family.	<p>Name and locate the world's seven continents.</p> <p>Name and locate the four countries of the UK and their capital cities</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>Locate and name the continents on a World Map.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Name and locate countries, cities and main geographical regions of the UK.</p> <p>Identify longest rivers in the world, highest mountains and compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Describe the key human & physical features locations e.g. topography, land use patterns.</p> <p>Understand how land use changes over time.</p> <p>Understand and locate biomes on a map.</p>	<p>Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Locate world's countries (, environmental regions, key physical and human characteristics, countries, major cities, vegetation belts and climate zones on a map.</p> <p>On a world map, locate areas of similar environmental region (Deserts)</p> <p>Locate and name the main countries and cities in/around the UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Describe their location in relation to the equator, tropics, hemispheres and the poles.</p>	<p>Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities.</p> <p>Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones.</p>	<p>Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities.</p> <p>Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones.</p> <p>8 Compass points, 4 & 6 figure grid references</p> <p>Name and locate countries, cities, geographical regions, characteristics, topographical features, land use & changes over time</p>
Place Knowledge	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Liverpool), and of a small area in a contrasting non-European country (Africa).</p> <p>Express their own views about a place, people and environment.</p>	<p>Study pictures/videos of two different localities, make comparisons between life in the UK (Liverpool) and life in Shanghai, and ask geographical questions e.g. What is it like to live in this place? How is this place different from where I live? How is the weather different? How are lifestyles different?</p>	<p>Compare a region of the UK with a region in Europe, eg. Local hilly area with a flat one or under sea level. Link with Science, rocks.</p> <p>Compare both physical and human features of England and Egypt.</p> <p>Describe how people can both improve and damage an environment.</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 European country, and a region within North America.</p> <p>Understand geographical similarities and differences through the study of human</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 European country, and a region within North or South America</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 European country, and a region within North or South America</p> <p><i>Regional comparison UK,</i></p>

			<p>different? How does the climate impact lifestyle?</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p>	<p>Understand how some aspects have changed over time. Identify features of a place using aerial photographs.</p> <p>Make detailed maps using a key.</p>	<p>and physical geography of a region of the UK (Liverpool) and a region with North America.</p> <p>Compare and give reasons for the different lifestyles within a country or area of a country.</p>	<p>Regional comparison UK, European country, North or South America</p>	<p>European country, North or South America</p>
Human & Physical Geography	<p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Show respect for different cultures.</p>	<p>Understand that different countries have different types of food.</p> <p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, seasons: weather.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop. Use these terms to explain trade.</p>	<p>Understand that different countries have different climates.</p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Recognise that humans have a choice in their lifestyle. Use the terms to compare different lifestyles.</p>	<p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p> <p>Understand how some key aspects have changed over time -- types of settlement</p> <p>Describe and understand key aspects of physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns</p> <p>Locate rivers in the UK and Egypt.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for rivers.</p> <p>Ask and answer questions about rivers.</p> <p>Describe the journey of a river from source to sea.</p> <p>Explain how humans use physical geographical features for a variety of purposes.</p>	<p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Name and describe types of settlements in modern Britain and their characteristics: villages, towns, cities.</p> <p>Describe the different climate zones and Vegetation belts on a global scale.</p> <p>Be able to say what weather and vegetation is related to these and begin to give reasons why.</p> <p>Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK. (South America and trade links around the world)</p> <p>Compare different types of settlements and land use. Recognise that our choices impact the lives of other people.</p>	<p>Describe and understand key aspects of : Climate zones and the water cycle Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.</p> <p>Describe and understand key aspects of : Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>Describe and understand key aspects of : Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.</p> <p>Describe and understand key aspects of : Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.</p>

Geographical Skills & Field work	Draw information from a simple map.	Use world maps, atlases and globes to identify the United Kingdom and its countries.	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.	Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
	Describe what they see, hear and feel whilst outside.	Use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right) Make a simple map. Use photos to locate a familiar place. Draw simple sketches. Observe and record information about the local area e.g. how many shops there are near the school? Children to take photos of interesting things in the local area and explain what the photos show. Look at a simple map of the local area and identify the things they know and have seen.	Refer to maps, atlases and globes to identify all continents and oceans studied Describe the location of features and routes on a map using compass directions. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use locational and directional language to describe the location of features and routes on a map. Draw own maps, include a key on a map using my own symbols.	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 maps, atlases, globes and digital/computer mapping to locate countries Describe features studied using geographical vocabulary Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods. Ask and respond to questions about places and the environment making comparisons. Offer explanations for the location of human and physical features in different localities.	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods. Use the eight points of a compass, four -figure grid references, symbols and key 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. Use the eight points of a compass and follow directions to the nearest 10 degrees. Use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world. Understand how colours are used on a map to show different physical zones. 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 mapping technologies.	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 in the past and present. Use fieldwork to observe, measure 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.	Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure 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. They will record and communicate using a range of methods including maps, plans, graphs, writing at length. Begin to use latitude and longitude to describe location. Compare aerial photos and maps over time.