

PROGRESSION OF LEARNING - GEOGRAPHY

For the curriculum content & planning please see the Curriculum Overviews (Yearly & Half Termly)

	Locational and Place Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
Nursery	<ul style="list-style-type: none"> • Express own views about a place, people and environment. • Draw pictures of familiar places such as home. 	<ul style="list-style-type: none"> • Develop the use of the outdoors to investigate features. 	<ul style="list-style-type: none"> • Children to take photos of interesting things in the local area and explain what the photos show. • Create simple plans, paintings, drawings, and models of observations of known and imaginary landscapes (EYFS framework link).
Reception	<ul style="list-style-type: none"> • Express own views about a place, people and environment. • Draw pictures of familiar places such as home and local area features. 	<ul style="list-style-type: none"> • Develop the use of the outdoors to investigate features. • 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. • Make observations of places and the local environment. <p>(EYFS framework link)</p>	<ul style="list-style-type: none"> • Children to take photos of interesting things in the local area and explain what the photos show.

Year 1	<ul style="list-style-type: none"> • Ask simple geographical questions e.g. What is it like to live in this place? • Use simple observational skills to study the geography of the school and its grounds. • Use simple maps of the local area e.g. large scale print, pictorial etc. • Use locational language (e.g. near and far, left and right) to describe the location of features and routes. • Make simple maps and plans e.g. pictorial place in a story. • Name, describe and compare familiar places. • Link their homes with other places in their local community. • Know about some present changes that are happening in the local environment e.g. at school. • Suggest ideas for improving the school environment. 	<ul style="list-style-type: none"> • Understand how some places are linked to other places e.g. roads, trains 	<ul style="list-style-type: none"> • Describe seasonal weather changes
Year 2	<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. 	<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 	<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.

	<ul style="list-style-type: none"> • 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. • 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. • 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 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. 	<ul style="list-style-type: none"> • countries and capital cities of the United Kingdom. • Name, locate and identify characteristics of the seas surrounding the United Kingdom. 	<ul style="list-style-type: none"> • 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. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Year 3	<ul style="list-style-type: none"> • Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do 	<ul style="list-style-type: none"> • Identify where countries are within the UK and the key topographical features. • Name and locate the cities of the UK. 	<ul style="list-style-type: none"> • Identify physical and human features of the locality. • Explain about weather conditions/patterns around the UK and parts of the Europe.

	<p>you think it might be like if... continues?</p> <ul style="list-style-type: none">• Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.• Recognise that different people hold different views about an issue and begin to understand some of the reasons why.• Communicate findings in ways appropriate to the task or for the audience.• Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.• Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.• Make more detailed fieldwork sketches/diagrams □ use fieldwork instruments e.g. camera, rain gauge.• Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features.• Use four figure grid references.		
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	<ul style="list-style-type: none"> • Use the 8 points of a compass. • Make plans and maps using symbols and keys. • Understand why there are similarities and differences between places. • Develop an awareness of how places relate to each other. 		
Year 4	<ul style="list-style-type: none"> • Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. • Measure straight line distances using the appropriate scale. • Explore features on OS maps using 6 figure grid references. • Draw accurate maps with more complex keys. • Plan the steps and strategies for an enquiry. • Know about the wider context of places – region, country. • Understand why there are similarities and differences between places. 	<ul style="list-style-type: none"> • Recognise the different shapes of the continents. • Demonstrate knowledge of features about places around him/her and beyond the UK. • Identify where countries are within Europe, including Russia. • Recognise that people have differing qualities of life living in different locations and environments. • Know how the locality is set within a wider geographical context. 	<ul style="list-style-type: none"> • Describe human features of the UK regions, cities and/or counties. • Understand the effect of landscape features on the development of a locality. • Describe how people have been affected by changes in the environment. • Explain about natural resources e.g. water in the locality. • Explore weather patterns around parts of the world.
Year 5	<ul style="list-style-type: none"> • Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, 	<ul style="list-style-type: none"> • Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day. 	<ul style="list-style-type: none"> • Know about the physical features of coasts and begin to understand erosion and deposition. • Understand how humans affect the environment over time.

	<p>mountains, volcanoes and earthquakes, and the water cycle.</p> <ul style="list-style-type: none"> • Compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences. 	<ul style="list-style-type: none"> • Recognise the different shapes of countries. • Identify the physical characteristics and key topographical features of the countries within North America. • Know about the wider context of places e.g. county, region, country. • Know and describe where a variety of places are in relation to physical and human features. • Know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent. 	<ul style="list-style-type: none"> • Know about changes to the world environments over time. • Understand why people seek to manage and sustain their environment.
Year 6	<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 sixfigure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, measure, record and present the 	<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 	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Describe and understand key aspects of 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>human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> • Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc. • Use maps, charts etc. to support decision making about the location of places e.g. new bypass. • Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America. 	<p>features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> • 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). 	
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