



Geography

Whole School Progression Document

January 2024

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>National Curriculum Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their local awareness. Pupils should be taught to:</p> <p><u>Locational Knowledge</u></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><u>Place Knowledge</u></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>National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p><u>Locational Knowledge</u></p> <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 major 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 land-use patterns have changed over time. Understand the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, the Prime/Greenwich Meridian, and time zones (including night and day). <p><u>Place Knowledge</u></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 an European country, and a region within North or South America. 			

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vertical	World UK Great Britain England Seasons	England, Wales, Scotland, Northern Ireland, London, Belfast, Cardiff, Edinburgh, City, Village, Capital, Country, Continent Season (Spring, Summer, Autumn, Winter) Landmark Sea / ocean	As for Year 1 plus: Pacific, Atlantic, Arctic, Indian, Southern oceans, North Sea, Celtic Sea, Irish Sea, Ocean / Sea Coast Equator North / South poles	As for KS1 plus: Region Northern Hemisphere, Southern Hemisphere Arctic and Antarctic circles, Climate	Tropics of Cancer and Capricorn, Climate zone, tropical, sub-tropical, humid, arid, temperate, polar Topographical Mountain, hill, valley	County Land patterns Culture Cape, delta, peninsula, gulf.	Latitude, Longitude Prime/Greenwich Time-zone Prime/ Greenwich Meridian, Degrees
Locate	Describe their immediate environment using the knowledge from observation, discussion, stories, non-fiction texts and maps. Talk about places in my day to day life. Ask questions about what it is like in	To know the location of the place the school is located. To know the name and location of the four countries in the United Kingdom. To know the names and location of capital cities of the United Kingdom. To know some key landmarks within the UK To identify land use around the local area. To be able to compare some aspects of life in contrasting countries. To express own views about people, place and environments.	To name the countries of the UK and their capital cities. To know the names and location of the seven continents. To know the names and location of the five oceans. To know the names of the surrounding seas of the United Kingdom. To know some key landmarks from each continent. To know the location of the North and South Poles. To explain similarities and difference between the poles	To use an index to locate countries, cities and landmarks in an atlas for continent of study. To locate continent of study on a globe. To name some countries within continent of study. To understand and identify the Equator, the Northern and Southern hemispheres. To use a map to identify key physical features of a continent To locate and explain the Arctic and Antarctic circles and their differences. To understand the climate and weather patterns for the continent of study. To understand how some places have changed over time.	To name some countries within continent of study and describe some key topographical features of them. To independently locate continent on a globe and an atlas. To describe key human and physical characteristics of a continent. To know the location of the equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle. To know how different climate zones affect the landscape, natural environment and human beings. To compare features of a region of continent of study with a region within the UK and/or other region of the world.Eg. Lifestyles, landscape, climate.	To identify, locate and describe human and physical features of continent of study, beginning to compare some of these with the UK or other continent. To name countries and describe the topography of these, comparing them to a country studied previously. To explain location of area of study in terms of hemisphere and its relationship to Equator and the effect this has on the continent. To know how some land patterns have	Compare different continents studied in KS2. Describe location, human/physical characteristics, location in relation to Equator, tropics, hemispheres and poles. To consider how the future may change and the effect of changes on the landscapes and their features. To identify, locate and describe human and physical features of continent of study. To understand time zones and Prime/Greenwich Meridian. To understand lines of longitude and latitude. Understand how time zones are shown on a map. To know how land use has changed over time in the area being studied. Discuss how people are influenced by physical and

e d g e	<p>another country.</p> <p>Show knowledge about another country through role-play and art.</p>	<p>To compare physical and human features of our local area with an area from a location outside of Europe,</p>	<p>To identify the equator and locate places on the Equator.</p> <p>To express own views about people, place and environments, giving a simple reason for ideas.</p>	<p>Describe how people can both improve and damage an environment.</p> <p>To compare some given features of a region of continent of study with a region within the UK.</p>		<p>changed over time, and reasons for these.</p> <p>To identify and locate the world's major biomes, including rainforests and deserts.</p> <p>Describe how physical geography influences the day to day life of inhabitants of the area of study and compare these to another known area.</p> <p>To compare features of a region of the continent of study with a region within the UK and another region of the world</p> <p>Eg, lifestyles, landscape, economy, climate, land use.</p>	<p>human geography on a local, national and global scale.</p>
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		Human and Physical Geography <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 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 		Human and Physical Geography <ul style="list-style-type: none"> describe and understand key aspects of: <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 types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Town, Village, weather, hot, cold, road, river, transport countryside, farm, factory, house, hill, sea, beach, shop,	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, forest, season Weather (Spring, Summer, Autumn, Winter) city, town, village, factory, farm, house, office, port, harbour, shop, island Equator, North / South Poles. Temperature Arctic / Antarctic circles Landmarks	As for Year 1 plus: Vegetation Valley Desert Ocean, sea	As for KS1 plus: urban, rural, landscape, weather types. climate, (tropical, temperate, Mediterranean, humid) vegetation belt, rain forest, grassland, savannah, tundra, taiga Pollution. Population. Settlement.	Geology. Humidity Contour lines	Biome Minerals Energy. Sustainability. Renewable. Non-renewable Export / import. Trade.	Migration, immigration, community, population, government, democracy, Globalisation Distribution. Natural resources

	<p>Comment on things that are the same and different between life in this country and life in other countries. Explore the natural world around them, making observations .Ask questions about places that are different from our culture. Understand some of the processes and changes in the natural world around them, including the seasons, temperature , physical conditions (ice, snow)</p>	<p>To identify and name seasonal and daily weather patterns in the United Kingdom. To relate typical weather patterns to seasons. To observe and record weather patterns. Express opinions about seasons and relate changes to changes in clothes and activities. Understand that different countries have different types of food. To identify land use patterns around school. Use basic geographical vocabulary to refer to key human features incl. city, town, farm, shop, factory. Use these terms to talk about trade.</p>	<p>To know why countries are hot and cold in the world in relation to the Equator and the North and South Poles. To know which animals, live in hot and cold environments and how they have adapted to these conditions. To be able to identify geographical features in Kenya. To be able to describe how the weather is different between Kenya and the UK. To give examples of how different lifestyles are in a comparison country with the UK. To understand how climate affects lifestyle. Express own views about a place, people and environment</p>	<p>To know different types of settlements and the reasons for their location. To be able to describe the pattern of population density and distribution in area of study To give a simple explanation of population and distribution. To be able to give a simple explanation for why people may migrate into cities. To describe the environmental impact of urban growth. To know how weather affects people and their lives.</p>	<p>To know that humans use natural resources to survive. To understand where our food comes from and the impact of this on the environment. To explain the characteristics of a place which may attract tourists. To explain the benefits and negatives of tourism on people and the environment. Describe different climate zones and explain how vegetation and weather is related to these and begin to give reasons why. Compare different types of settlements and land use for area of study</p>	<p>To explain how climate has an impact on the environment. To know how human activity can affect physical aspects that can be found in the areas of study. To know the key elements of different biomes and how they contrast with other biomes. Recognise that humans can be impacted positively and negatively by physical features. Recognise that humans can have some control over physical features. Describe economic activity in a given area, its trade links and distribution of natural resources. Explain the importance of this for the economy.</p>	<p>To describe how countries and geographical regions are interconnected and interdependent. To explain the impact of plastics use on the environment. Analyse the positive and negative impact of a human change on both a local and national scale. To explain the effect of hemispheres, Equator, Antarctic/Arctic circles, tropics of cancer and Capricorn and how these affect the continents around the world including the landscape and land-use. Describe how physical features change over time. Describe types of settlements and land use, economic activity including trade links and the distribution of natural resources (energy, food, minerals, water) for area of study.</p>
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		<p>Geographical Skills and Fieldwork</p> <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 • 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 • 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. 		<p>Geographical Skills and Fieldwork (including enquiry and practical skills)</p> <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 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>Map, globe, direction. compass Near, far. Route. Travel. Holiday.</p>	<p>Atlas, map, globe, compass, direction Aerial view, birds-eye-view, key North, East, South, West Near, far, left, right</p>	<p>As for Year 1 plus: North-East, North-West, South-East, South-West. Distance. Symbol. Local. Rural, Urban.</p> <p>Bar graph, line graph, table, diagram, pictogram Thermometer Temperature</p> <p>Grid reference</p>	<p>As for KS 1 plus: Scale. Sketch map. Graph. Table</p> <p>Compass points: N, NE, NW , W, SE, SW, W, E</p>	<p>Ordnance survey. Contour line Physical map Index</p>	<p>Topographical map Thematic map</p>	<p>Geological map Political map</p> <p>Scale-bar colour layering, contour, contour interval, cross section height above sea level, distance, kilometres (kms)</p>

	<p>Identify a map.</p> <p>Begin to make attempts at drawing a map. Make attempts to draw and label features of a familiar environment and imaginary places.</p> <p>Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places.</p>	<p>Use a globe and world map to locate the UK and a UK map to identify countries, capitals and surrounding seas.</p> <p>Begin to follow routes on prepared maps.</p> <p>Use basic symbols in a key.</p> <p>Draw own maps and plans by drawing around shapes/using own symbols.</p> <p>Use tallies and simple tables (from Maths NC).</p> <p>Use aerial/satellite photos to recognise familiar features.</p>	<p>Use world maps, globes and atlases to identify continents, oceans and locations studied.</p> <p>Devise a simple map of a place in the local area.</p> <p>Use and construct basic symbols in a key.</p> <p>Begin to recognise and identify basic OS symbols</p> <p>Use pictograms, tally charts, and simple tables (from Maths NC)</p> <p>Use aerial/satellite photos to locate and identify landmarks and features.</p> <p>Compare two photos and make suggestions for the cause of the differences in contrasting locations.</p>	<p>Begin to use a wider range of maps, as well as atlases, globes and digital mapping to locate countries, features in the local area and describe features studied.</p> <p>Create a simple sketch map e.g. of a short route followed, with symbols and a key.</p> <p>Begin to understand more complex keys (e.g. wider range of OS symbols)</p> <p>Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road)</p> <p>Begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence from Maths NC).</p> <p>Begin to understand the purpose/reliability of different image types.</p> <p>Know that four-figure grid references can be used to identify locations and begin to use them.</p>	<p>Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Use the contents/index of an atlas independently</p> <p>Draw a map (including symbols and key) from a description and compare to other maps.</p> <p>Understand the purpose of contour lines on maps.</p> <p>Begin to draw to scale and understand and use scale-bars (link to integer correspondence from Maths NC)</p> <p>Use scales to estimate distances e.g. along a road/river.</p> <p>Use four-figure grid references to identify and describe locations.</p> <p>Use bar charts, time graphs and discrete and continuous data (from Maths NC).</p> <p>Understand how colours are used on maps to show different physical zones.</p>	<p>Use a wide range of maps (including OS maps at varying scales/ thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features.</p> <p>Explain ideas using a thematic map for reference.</p> <p>Draw to scale from given measurements /using observations and compare to other maps.</p> <p>Explain how types of map give different perspectives/show prejudice</p> <p>Compare and evaluate maps with different scales</p> <p>Begin to use six-figure grid references to identify/describe locations.</p> <p>Complete and interpret tables (including timetables where appropriate) and line graphs (from Maths NC).</p> <p>Begin to understand the purpose/ reliability of different image types, including oblique views.</p>	<p>Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Confidently use distribution/thematic maps to illustrate an idea or discussion.</p> <p>Design/draw distribution/thematic maps.</p> <p>Create scale-bars on maps and draw to scale for maps/sketches, comparing own drawing to other maps and evaluating accuracy.</p> <p>Use six figure grid references to identify and describe locations.</p> <p>Use latitude and longitude to describe location.</p> <p>Interpret and construct pie charts and line graphs based on data and calculate and interpret the mean as an average (from Maths NC).</p> <p>Discuss the purpose/ reliability of different image types, including oblique views,</p>
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Fieldwork							
<p>Make basic observations of familiar environments, including identifying some similarities and differences between places. Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</p>	<p>Engage in simple, teacher-led fieldwork enquiries. Begin to use first-hand observation, including using the senses, to identify features/patterns including similarities and differences. Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes. Understand what a compass is and begin to use one for simple navigation. Observe and record information about the local area.</p>	<p>Engage in teacher-led/guided enquiries. Use first-hand observation to comment on features/patterns/similarities. Use a compass (four compass points) to follow and describe routes. Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW). Collect data and record it in a given table.</p>	<p>Engage in guided enquiries and begin to suggest own questions for enquiry. Begin to evaluate own observations and compare them with others. Understand the eight compass points and begin to use them to follow and describe routes. Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, volume, angles, area and scales). Collect data using surveys. Use bar charts and tables (from Maths NC).</p>	<p>Engage in guided enquiries and suggest own questions for enquiry. Evaluate own observations and compare them with others. Use a compass and the eight points of a compass to follow and describe routes and identify locations. Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area and scales). Collect data, observe, measure, record and present.</p>	<p>Begin to complete enquiries based on own suggested questions. Observe, measure, record and present observations and data, explaining what it shows and the impact of it. Use a compass and the eight points of a compass to follow and describe routes and identify locations. Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area scales, negative numbers for temperature) Collect data, observe, measure, record and present using a range of methods.</p>	<p>Complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results. Evaluate own observations, compare them with others and draw conclusions about the reliability and impact of it. Use the 8 points of a compass confidently and show awareness of the 16-point compass rose. Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, mass, capacity, area, scales, negative numbers for temperature) Compare aerial photos and maps over time. Collect data, observe, measure, record, present and evaluate using a range of methods.</p>	