

Whole School Curriculum Progression Map: GEOGRAPHY

|                      | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                             | KS1                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                         | KS2                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                      | Three and Four-Year-Olds<br>Reception<br>Early Learning Goals                                                                                                                                                                                                                                                                                                                                                                    | Year 1                                                                                                                                                                               | Year 2                                                                                                                                                                                                                                                                                  | Year 3                                                                                                                                                                                                                                   | Year 4                                                                                                                                                                                                                                                                                                     | Year 5                                                                                                                                                                                                                                                                                                                                        | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| LOCATIONAL KNOWLEDGE | <p>Describe a familiar route</p> <p>Describe routes and locations using words like 'in front' and 'behind'</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore the natural world around them</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps</p>                                                               | <p>Name and locate the four countries of the UK and their capital cities on a map and globe.</p> <p>Name and locate the world's seven continents and five oceans on a world map.</p> | <p>Name and locate the four countries of the UK and their capital cities on a map and globe, especially looking at their features.</p> <p>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map and globe.</p> | <p>Locate counties, major countries, and major cities in the UK on a world map.</p> <p>Locate countries and major cities in Europe (including Russia) on a world map.</p> <p>Locate significant places using latitude and longitude.</p> | <p>Create a study of geographical features including hills, mountains, coasts, and rivers of the UK.</p> <p>Locate the countries and major cities of North, Central and South America on a world map, atlas, or globe.</p> <p>Identify the location of Tropics of Cancer and Capricorn on a world map.</p> | <p>Describe the relative location of cities, counties, or geographical features in the UK in relation to other geographical features.</p> <p>Name, locate and describe major world cities.</p> <p>Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night),</p> | <p>Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or wider world.</p> <p>Explain interconnections between two or more areas of the world.</p> <p>Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night)</p> |
| PLACE KNOWLEDGE      | <p>Know that there are different countries in the world and talk about the differences they have experiences or seen in photos</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> | <p>Identify the similarities and differences between two places.</p>                                                                                                                 | <p>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-Europe</p>                                                                                                                                                  | <p>Classify, compare, and contrast different types of geographical feature.</p>                                                                                                                                                          | <p>Describe and compare aspects of physical features.</p>                                                                                                                                                                                                                                                  | <p>Identify and describe the similarities and differences in physical and human geography between continents.</p>                                                                                                                                                                                                                             | <p>Describe the climate similarities and differences between two regions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| HUMAN AND PHYSICAL GEOGRAPHY | Begin to understand the need to respect and care for the natural environment and all living things.     | Locate hot and cold areas of the world in relation to the equator.                                                                                                                  | Locate the equator and North and South poles on a world map or globe.                                                                                                  |                                                                                                                                    |                                                                                          |                                                                                                                                                                                                |                                                                                                                                                          |
|                              | Recognise some environments that are different to the one in which they live                            | Identify patterns in daily and seasonal weather.                                                                                                                                    | Describe simple weather patterns of hot and cold places.                                                                                                               | Explain how the weather affects the use of urban and rural environments.                                                           | Explain climate variations of a country or continent.                                    | Explain how the climate affects land use.                                                                                                                                                      | Evaluate the extent to which climate and extreme weather affect how people live.                                                                         |
|                              | Understand some important processes and changes in the natural world around them, including the seasons | Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, and vegetation. | Describe the size, location, and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, and vegetation. | Describe the parts of a volcano or earthquake.                                                                                     | Identify, describe, and explain the formation of different mountain types.               | Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. | Compare and describe physical features of polar landscapes.                                                                                              |
|                              |                                                                                                         | Name and describe the purpose of human features and landmarks.                                                                                                                      | Use geographical vocabulary to describe how and why people use range of human features.                                                                                | Describe the type, purpose and use of different buildings, monuments, services, and land, and identify reasons for their location. | Describe a range of human features and location and explain how they are interconnected. | Describe and explain the location, purpose, and use of transport networks across the UK and other parts of the world.                                                                          | Explain how humans function in the place they live.                                                                                                      |
|                              |                                                                                                         | Describe ways to protect natural environments, such as woodlands, hedgerows, and meadows.                                                                                           | Describe how human's behaviour to local and global environments, now and in the longer term.                                                                           | Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.   | Describe how natural resources can be harness to create sustainable energy.              | Identify and explain ways that people can improve the production of products without comprising the needs of future generations.                                                               | Explain the significance of human- environment relationships and how natural resource management can protect natural resources to support life on Earth. |
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| GEOGRAPHICAL SKILLS AND FIELD WORK | Understand position through words alone. E.g. 'The bag is under the table' with no pointing                                                                                           | Name and locate the four countries of the UK, their capital cities, continents and the oceans on a map, atlas or globe.                                      | Identify characteristics of the four countries and major cities of the UK and the surrounding seas on a map, atlas or globe. | Locate and describe some major counties and cities in the UK and countries and major cities in Europe (including Russia) on a world map. | Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK using maps. Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. | Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features on a map. Name, locate and describe major world cities on a map. | Describe patterns of human population growth and movement economic activities, space land use and human settlement patterns of an area of the UK or the wider world. |
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|                                    | Draw information from a simple map                                                                                                                                                    |                                                                                                                                                              |                                                                                                                              |                                                                                                                                          |                                                                                                                                                                                                                                |                                                                                                                                                                                                             |                                                                                                                                                                      |
|                                    | 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. | Draw or read a simple picture map.                                                                                                                           | Draw or read a range of simple maps that use symbols and a key.                                                              | Use four-figure grid references to describe the location of objects and places on a simple map.                                          | Use four or six-figure grid references and keys to describe the location of objects and places on a map.                                                                                                                       | Identify elevated areas, depressions and river basins on a relief map.                                                                                                                                      | Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.             |
|                                    |                                                                                                                                                                                       | Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. | Use simple compass directions to describe the location of features or a route on a map.                                      | Use other eight points of a compass to locate a geographical feature or place on a map.                                                  | Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.                                                                        | Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.                                                                                             | Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.                                            |
|                                    |                                                                                                                                                                                       | Identify features and landmarks on an aerial photographs or plan perspective.                                                                                | Study aerial photographs to describe the features and characteristics of an area of land.                                    | Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.                          | Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.                                                                | Analyse and compare a place, or places, using aerial photographs, atlases and maps.                                                                                                                         | Use satellite imaging and maps of different scales to find out geographical information about a place.                                                               |
|                                    | Collect simple data during fieldwork activities.                                                                                                                                      | Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).               | Analyse primary data, identify any patterns observed.                                                                        | Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.                      | Summarise geographical data to draw conclusion.                                                                                                                                                                                | Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.                                                                                      |                                                                                                                                                                      |

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