

# Geography Progression



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	Children should have opportunity to (as appropriate): <ul style="list-style-type: none"> <li>• Recognise</li> <li>• Describe</li> <li>• Observe</li> <li>• Select</li> <li>• Categorise</li> <li>• Classify</li> <li>• Sequence</li> <li>• Connect and make links</li> <li>• Compare and contrast</li> <li>• Recall</li> <li>• Reason/speculate</li> </ul>			Children should have opportunity to (as appropriate): <ul style="list-style-type: none"> <li>• Summarise</li> <li>• Synthesise</li> <li>• Construct informed responses</li> <li>• Interpret and explain</li> <li>• Demonstrate understanding</li> <li>• As well as build upon previously learned enquiry skills</li> </ul>		Children should have opportunity to (as appropriate): <ul style="list-style-type: none"> <li>• Reach informed conclusions</li> <li>• Empathise</li> <li>• Make reasoned judgements</li> <li>• Reflect</li> <li>• Justify</li> <li>• Apply</li> <li>• Evaluate</li> <li>• Critique</li> <li>• Hypothesise</li> <li>• As well as build upon previously learned enquiry skills</li> </ul>	
Locational Knowledge	Name the school and the area they live in (Saffron Walden ,UK, England )	Use world maps, atlases and globes to 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.	Locate the world's countries using maps, concentrating on the environmental regions, key physical and human characteristics, and major cities.  Begin to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic	Locate the world's countries using maps, concentrating on the environmental regions, key physical and human characteristics, and major cities.  <b>Describe how locations around the world are changing and explain some of the reasons for change.</b>	Locate the world's countries using maps to focus on Europe and South America concentrating on the environmental regions, key physical and human characteristics, and major cities.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key	Locate the world's countries using maps to focus on Europe (including the location of Russia) concentrating on the environmental regions, key physical and human characteristics, and major cities.  <b>Describe geographical diversity across the world.</b>

				Circle, the Prime/Greenwich Meridian and time zones (including day and night).		<p>topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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>	
Place Knowledge	<p>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.</p> <p>Know some similarities and</p>		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.	<b>Express their own views on a locality and give reasons.</b>	<b>Are developing their knowledge and understanding of current and contemporary issues in society and the environment.</b>	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.	Describe and begin to explain geographical patterns and physical and human processes and describe how these processes can lead to similarities and differences in the environments of different places and in the lives of

	<p>differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>					<p><b>Develop their knowledge and understanding of current and contemporary issues in society and the environment and use these to develop their own opinions.</b></p> <p><b>Express well-balanced opinions, rooted in knowledge and understanding about current and contemporary issues in society and the environment.</b></p> <p><b>Describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there.</b></p> <p><b>Offer reasons for their own views about environmental change and recognise that other people may hold different views.</b></p>	<p>people who live there.</p> <p><b>Describe how countries and geographical regions are interconnected and interdependent.</b></p>
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<p>Human and Physical Geography</p>	<p>Identify different types of weather.</p> <p>Name the four seasons and identify seasonal weather patterns.</p> <p>Name and describe people who are familiar to them.</p> <p>Name and describe some occupations.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Begin to use basic geographical vocabulary to refer to:</p> <p><b>key physical features,</b> including: field, forest, hill, ocean, river, soil, season and weather</p> <p><b>key human features,</b> including: school, house, garden</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to:</p> <p><b>key physical features,</b> including: forest, hill, ocean, river, soil, vegetation, season and weather</p> <p><b>key human features,</b> including: city, town, village, farm, house, and shop.</p>	<p>Describe physical and human features of places and recognise and make observations about those features that give places their character.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <p><b>key physical features,</b> including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><b>key human features,</b> including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Use a range of resources to describe the physical and human features of different localities.</p> <p>Within the locations studied, describe and understand key aspects of:</p> <p><b>physical geography,</b> including: Earthquakes</p> <p><b>human geography,</b> including: settlements and land use.</p>	<p>Use a range of resources to describe the physical and human features of different localities.</p> <p>Within the locations studied, describe and understand key aspects of:</p> <p><b>physical geography,</b> including: Savannah</p> <p><b>human geography,</b> including: settlements and land use.</p>	<p>Within the locations studied, describe and understand key aspects of:</p> <p><b>physical geography,</b> including: Volcanoes, Rivers, Water Cycle climate zones, biomes and vegetation belts.</p> <p><b>human geography,</b> including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, and water supplies.</p>	<p>Within the locations studied, describe and understand key aspects of:</p> <p><b>physical geography,</b> including: Mountains climate zones, biomes and vegetation belts,</p> <p><b>human geography,</b> including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>
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	city, town, village, farm and shop.		<b>Recognise how people affect the environment.</b>				
Geographical Skills and Fieldwork	<p>Describe their immediate environment (the school grounds and their home) using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Draw and create maps using objects and /or pictures of real places, imaginary places and from stories.</p> <p>Draw information from a simple map.</p> <p>Explore globes and world maps being supported to identify the UK and countries of study.</p> <p>Begin to use directional language [for example, near and far; left and right, forwards, backwards) to instruct a person</p>	<p>Recognise and make simple observation about physical and human features of the school grounds and the immediate locality.</p> <p>Use compass directions (North, South, East and West) and locational an directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p><b>Ask and answer geographical questions using</b></p>	<p>Use world maps, atlases and globes to name and identify the countries, continents and oceans studied at this Key Stage.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p><b>Ask and answer geographical questions using their own observations and information they select from resources given to them.</b></p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Begin to use fieldwork independently to observe and record the human and physical features in a locality using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p><b>Ask and answer geographical questions using a range of skills and sources of evidence.</b></p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>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.</p> <p><b>Ask and answer geographical questions about the human and physical</b></p>	<p>Use maps, atlases, globes and digital/computer mapping with increasing independence to locate countries and describe features studied.</p> <p>Use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Use fieldwork to observe and record the human and physical features in a locality using a</p>	<p>Use maps, atlases, globes and digital/computer mapping with increasing independence to locate countries and describe features studied.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area, recording the results in a range of ways.</p> <p><b>Carry out and conclude an investigation by asking and answering a series of geographical questions about the human and physical characteristics of locations, using a range of skills and sources of evidence.</b></p>

	<p>or technological toy.</p> <p><b>Answer geographical questions using their own observations and resources given to them.</b></p>	<p><b>their own observations and resources given to them.</b></p>			<p><b>characteristics of a location, using a range of skills and sources of evidence.</b></p>	<p>range of methods including sketch maps, plans and graphs and digital technologies.</p> <p><b>Ask and answer a series of geographical questions about the human and physical characteristics of locations, using a range of skills and sources of evidence.</b></p>	
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