



Geography Progression Map



EYFS Curriculum Links

3 & 4 YEAR OLDS

- Understand position through words alone. For example, “The bag is under the table,” – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

RECEPTION

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

EARLY LEARNING GOALS

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>I can name the world's seven continents. I can name and locate the four countries of the United Kingdom</p>	<p>I can name and locate the world's seven continents and five oceans.</p> <p>I can name, locate and identify the four countries and capital cities of the United Kingdom.</p> <p>I can name, locate and identify characteristics of the United Kingdom, it's capital cities and the surrounding areas.</p>	<p>I can identify where countries are within the United Kingdom and the key physical features.</p> <p>I can name and locate major cities. I can locate and label the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.</p> <p>I can identify the position of latitude.</p>	<p>I can recognise the different shapes of the continents.</p> <p>I can identify and describe the significance of time zones.</p> <p>I recognise that people have differing qualities of life living in different locations and environments.</p> <p>I know how a locality is set within a wider geographical context.</p> <p>I can identify the position and significance of lines of latitude.</p> <p>I can identify the position and significance of the equator.</p>	<p>I can recognise the different shapes of countries.</p> <p>I can identify where countries are within Europe. I can identify the physical characteristics and key topographical features of the UK and countries in Europe.</p> <p>I know about the wider context of places e.g. county, region, country.</p> <p>I can describe where a variety of places are in relation to physical and human features.</p> <p>I know the location of: capital cities of countries in the British Isles and the United Kingdom, seas around the United Kingdom, European Union countries with high populations and the largest cities in each continent.</p>	<p>I can name and locate countries and 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 aspects have changed over time.</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>



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Human & Physical Geography	<p>I can describe seasonal changes.</p>	<p>I can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>I can locate hot and cold areas of the world in relation to the Equator and the North and South Pole.</p>	<p>I can identify the physical and human features of a distant localities.</p> <p>I can explain about climate zones and weather patterns around the UK and in parts of Europe.</p>	<p>I can describe human features of cities and/or countries.</p> <p>I can describe how people have been affected by changes in the environment e.g. flooding.</p> <p>I can demonstrate an understanding about natural resources.</p> <p>I can explore weather patterns around parts of the world.</p> <p>I can describe and understand key aspects of the water cycle and rivers.</p>	<p>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes.</p> <p>I can demonstrate an understanding of how humans affect the environment over time.</p> <p>I know about changes to the world environments over time.</p> <p>I understand the effect of landscape features on the development of a locality or settlement and can begin to evaluate advantages and disadvantages.</p> <p>I can reach informed conclusions as to why people seek to manage and sustain their environment.</p>	<p>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>I can demonstrate an understanding about the physical features of coasts and begin to understand erosion and deposition.</p> <p>I can describe and understand key aspects of human geography, including: types of settlement, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p>
Place Knowledge	<p>I can name, describe and compare familiar places.</p> <p>I can link my home to other places in my local community.</p> <p>I can suggest ideas for improving our school environment.</p>	<p>I can describe simple geographical similarities & differences between a small area of the UK and in a contrasting non-European country.</p> <p>I know about some present changes that are happening in our local environment.</p>	<p>I can understand why there are geographical similarities and differences between places.</p> <p>I can demonstrate an understanding of how places relate to each other.</p>	<p>I can demonstrate an understanding of the wider context of a place – region, country.</p> <p>I can reason why there are similarities and differences between places.</p>	<p>I can compare the physical and human features of a region of the UK and a region of Europe, identifying similarities and differences</p> <p>I can ask and respond to questions considering how and why places have changed.</p>	<p>I can reach informed conclusions about the geographical similarities and differences through the study of human and physical geography of a region of the UK.</p> <p>I can consider how a region can meet the needs of its population and communication this geographical information.</p> <p>I can ask and respond to questions considering how a place is changing and what patterns can be seen influencing these changes.</p>



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<p>Geographical Skills & Fieldwork</p>	<p>I can annotate a simple map of the UK with some of its key features.</p> <p>I can look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used.</p> <p>I can use locational vocabulary.</p> <p>I can make simple maps and plans.</p>	<p>I can use world maps, atlases and globes to identify the UK and its countries and some oceans.</p> <p>I can use simple compass directions (North, South, East and West) and location al and directional language; left and right, to describe the location of features and routes on a map.</p> <p>I can look at simple maps and aerial views of a contrasting locality in Australia, discussing and asking questions about its main features and comparing these with the UK.</p> <p>I can create a simple map and make a simple key using basic symbols.</p>	<p>I can ask and respond to geographical questions.</p> <p>I can analyse evidence and draw simple conclusions.</p> <p>I can make comparisons between locations using aerial photos and pictures.</p> <p>I can interpret maps and aerial views of the Americas.</p> <p>I can communicate my findings in different ways e.g. written, drawn, photographed, sketch, diagram.</p> <p>I can use a widening range of geographical terms and vocabulary (see progression in vocabulary).</p>	<p>I can understand and use a widening range of geographical terms and vocabulary (see progression in vocabulary).</p> <p>I can explore features of an OS map using four figure grid references.</p> <p>I can draw accurate maps with more complex keys.</p> <p>I can understand and use a widening range of geographical terms and vocabulary (see progression in vocabulary).</p> <p>I can use globes, atlases, digital/ computer mapping and aerial views of the Amazon and apply this information to my own understanding.</p>	<p>I can understand and use a widening range of geographical terms and vocabulary (see progression in vocabulary).</p> <p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>I can apply my map skills to include non-UK countries.</p> <p>I can interpret a range of maps and aerial views of countries within Europe and apply this information to my own understanding.</p>	<p>I can understand and use a widening range of geographical terms and vocabulary (see progression in vocabulary).</p> <p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>I can use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps).</p> <p>I can use to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>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.</p>
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