



## Geography Progression Map



EYFS	National Curriculum KS1	National Curriculum KS2
<p><b>Understanding the World (People and Communities)</b> Children know about their immediate environment. They know some similarities and differences between themselves and others, and among families, communities and traditions. They talk about similarities and differences between life in this country and other countries.</p> <p><b>Understanding the World (The Natural World)</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They know about some changes in the natural world like the seasons.</p>	<p><b>Locational Knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•name and locate the world’s seven continents and five oceans;</li> <li>•name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Place Knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•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.</li> </ul> <p><b>Human and Physical Geography</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•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;</li> <li>•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;</li> </ul> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Geographical Skills and Fieldwork</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•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;</li> <li>•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;</li> <li>•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;</li> <li>•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.</li> </ul>	<p><b>Locational Knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• name and locate counties 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.</li> <li>• 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).</li> </ul> <p><b>Place Knowledge</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Human and Physical Geography</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: - 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.</li> </ul> <p><b>Geographical Skills and Fieldwork</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> <li>• 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</li> </ul>



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Units</b>	On Our Way Seasonal Change Homes Celebrations around the World	Where do I Live?  The Four Seasons and Weather in the UK  The Seaside	Continents and Oceans  Hot and Cold Places  Nigeria in Africa	The United Kingdom  Earthquakes  Volcanoes	Mountains  Spain and Catalonia  Water and Rivers	Brazil  The Rainforests  Migration	Local Fieldwork  Natural Resources  Energy and Sustainability
<b>Locational Knowledge</b>	-Name different parts of the local community	- Know where I live - Name, locate and identify the four countries of the United Kingdom - name the surrounding seas of the UK -Talk about main features of each of the four countries that make up the UK e.g. landmarks & capital cities	- Locate and name the continents on a world map and globe. -Locate and name the five oceans. -Locate and name hot and cold locations in the world -Locate the equator on a map and globe -Locate the North and South Poles on maps and globes	-Name and locate countries and cities of the UK - Locate hills and mountains within the UK -Locate rivers and seas within the UK - Identify the position of lines of latitude and longitude and Prime Meridian	-Name and locate the countries of Europe, including Russia - Use maps to locate the world's countries with a focus on Europe and environmental regions, key physical and human characteristics, countries, and major cities.	-Use maps to locate the world's countries with a focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. -Locate areas of rainforest	-Use maps to locate the world's countries concentrating on the locations of natural resources, environmental regions, key physical and human characteristics and major cities
<b>Place knowledge</b>	-Name and locate different parts of the local community -Name and describe other places around the world	-Name and describe familiar places. -Link my home with other places in my local community. -Know seaside resorts in the UK -Recognise basic landmarks, human and physical features of Blackley and seaside resorts and the UK.	-Know the physical features of the North and South Poles. -Understand the similarities and differences of human and physical geography between Manchester and Abuja -Recognise basic landmarks, human and physical features of Nigeria.	-Know that London is the largest urban area in England. -Know the river Thames runs through London. -Locate and name some of the world's most famous volcanoes. -Locate areas of the world where earthquakes are likely to happen	-Ask simple geographical questions to find out about Spain and Barcelona. -Use my geographical knowledge to explore and explain the differences between Catalonia and Manchester -Locate and name some of the world's most famous mountains and rivers.	-Name and locate a number of countries in the Northern Hemisphere. -Name and locate a number of countries in the Southern Hemisphere. -Name and locate the world's vegetation belts and biomes. -Name and describe difference between life in the Amazon Basin, Rio de Janeiro and Manchester.	-Ask and answer geographical questions - Know about Curitiba, a green city, in Brazil and Freiburg in Germany -Know about the distribution of the earth's resources including food, minerals and water and the resources in the UK. -Know about resources in Russia and the UK
<b>Human and Physical Geography</b>	-Use the local area for exploring both the built and the natural environment. -Express opinions on natural and built	- Describe some places and features using basic geographical vocabulary, including the seaside and the local area	-Describe places and features, physical and human, using simple geographical vocabulary	-Use geographical language to describe some aspects of human and physical features and patterns	-Use geographical language to identify and explain some aspects of human and physical features and patterns	-Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and	-Recognise patterns in human and physical features and understand some of the conditions, processes or



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	<p>environments -Talk about similarities and differences between the local environments and other places</p>	<p>-Express their views on some features of their environment e.g. what they do or do not like. -Use geographical language to talk about seasonal and daily weather patterns in the UK. -Know and explain why the weather changes with the seasons. -Explain the ways our lives may change in different seasons.</p>	<p>-Make observations about features that give places their character. -Identify whether features are human or physical. -Talk about how the weather is different around the world. - Know about hot and cold places in the world in relation to the Equator and the North and South Poles.</p>	<p>- Know about different types of settlements -Make observations about places and features, Piccadilly Gardens, that change over time. -Know about key aspects of earthquakes - Know about key aspects of volcanoes -Describe how volcanoes have an impact of people's life.</p>	<p>-Describe how features and places change and the links between people and environments. -Know about the region of Catalonia, including the issues of Catalanian independence -Know about river processes and patterns. -Use specific riverine and mountain vocabulary. -Identify and describe physical aspects of a local river through firsthand observational experiences. -Explain how the water cycle works. -Explain why water is such a valuable commodity. -Explain why people are attracted to live by rivers.</p>	<p>interactions between people, places and environments. -Demonstrate understanding of how and why some features or places are similar or different and how and why they change -Describe the physical and human features of the Amazon Basin. -Explain how life in the Amazon Basin is different to life in Blackley, Manchester. -Know the ways in which the Amazon Basin has changed over time with reference to human features. -Explain the reasons why a person may prefer a village or a city to live. -Explain factors which may influence people to move to a different location - Explain how population in different areas of Brazil has changed over time</p>	<p>changes which influence these patterns. -Explain some links and interactions between people, places and environments. -Explain about resource exploitation and how we can produce energy differently in the future. -Know about the circular economy -Explain why energy use must change – climate change</p>
<p><b>Geographical Skills and Fieldwork</b></p>	<p>-Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. -Show care and concern for living things and the environment. -Find out about the environment by talking to people, examining</p>	<p>-Recognise a globe and a map of the world. -Use a world map, globe and atlas to locate the UK and the four countries that make it. - Use simple fieldwork and observational skills when studying the geography of the school and its grounds.</p>	<p>-Use a world map, globe and atlas to locate the continents, oceans, Nigeria, equator and North and South Poles. -Use simple directional language and compass directions to explain locations, locational features and routes on a map. -Use the terms physical and human geography</p>	<p>-Record and name geographical features -Begin to use maps and atlases appropriately by using contents and indexes. -Use aerial photographs to gain accurate information about a specific location. -Use symbols and keys to add details to maps.</p>	<p>- Observe, record and explain physical and human features of the environment. - Develop use of maps and atlases appropriately by using contents and indexes -Explain the route between Blackley and Barcelona using the eight-point compass.</p>	<p>- Observe, measure and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies -Use and make maps of a location to explore both human and physical geographical features.</p>	<p>-Recognise the key symbols on OS maps. -Use OS maps to answer questions. -Use a range of maps at different scales. -Use the 8-point compass. -Use six-figure grid references. -Devise my own maps of different locations using keys.</p>



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	<p>photographs, simple maps and visiting local places.</p>	<ul style="list-style-type: none"> <li>-Use simple directional language and compass locations.</li> <li>-Use aerial photographs to understand the features of a place.</li> <li>-Make simple observations and drawings to study the local area.</li> <li>-Answer geographical questions using different resources such as books, pictures and the internet.</li> <li>- Observe and describe daily weather patterns.</li> </ul>	<p>to describe the features of places.</p> <ul style="list-style-type: none"> <li>-Use aerial photographs to help understand the human and physical features of a place and recognise landmarks.</li> <li>-Make simple drawings and make simple observations, keying the human and physical features of a hot and cold place in the world.</li> <li>-Make a simple map of Abuja using symbols with a key</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to annotate and label aerial photographs and drawings with the same geographical information.</li> <li>-Report on ways humans have both improved and damaged their environment.</li> <li>-Begin to use 4 figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>-Use four-point grid references.</li> <li>-Annotate detailed images of the locations being studied.</li> <li>-Make detailed maps, using keys and symbols about the locations being studied.</li> <li>-Ask geographical questions to develop knowledge of a location.</li> </ul>	<ul style="list-style-type: none"> <li>-Use aerial photographs and plans to inform about the features and landmarks of a location.</li> <li>-Ask and begin to select resources to find out the answers to own geographical questions.</li> <li>-Use the 8-point compass.</li> <li>-Explain how human activity has caused an environment to change.</li> <li>-Begin to analyse population data and report on findings.</li> </ul>	<ul style="list-style-type: none"> <li>-Create sketch maps when carrying out a field study.</li> <li>-Devise my own geographical questions to guide research.</li> <li>-Use a range of self-selected resources to answer questions.</li> <li>-Use maps, aerial photographs, plans and web resources to explore the human and physical geography of different locations.</li> <li>- Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</li> </ul>
<p><b>Maps</b></p>	<ul style="list-style-type: none"> <li>-Follow simple directions</li> <li>-Draw and create own map using pictures</li> </ul>	<ul style="list-style-type: none"> <li>-Follow directions (Up, down, left/right, forwards/backwards)</li> <li>-Use a simple picture map to move around the local environment.</li> <li>Use an interactive map (GPS) when exploring the local area.</li> </ul>	<ul style="list-style-type: none"> <li>-Use an infant atlas to locate places.</li> <li>-Use a globe</li> <li>-Use 4 compass points to follow/ give directions</li> <li>-Begin to understand the need for a key</li> <li>-Add detail to a sketch map using aerial photographs</li> </ul>	<ul style="list-style-type: none"> <li>-Use large scale OS maps.</li> <li>-Begin to use map sites on internet.</li> <li>-Begin to use junior atlases.</li> <li>-Use 4 compass points to follow/give directions and begin to use 8 compass points</li> <li>-Use letter/no. co-ordinates to locate features on a map.</li> <li>-Begin to use 4 figure coordinates to locate features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>-Locate places on larger scale maps e.g. map of Europe.</li> <li>-Know why a key is needed.</li> <li>-Begin to recognise symbols on an OS map.</li> <li>-Use 4 figure coordinates to locate features on a map.</li> <li>-Develop use of 8 compass points</li> </ul>	<ul style="list-style-type: none"> <li>-Use 8 compass points;</li> <li>-Confidently use 4 figure coordinates to locate features on a map.</li> <li>-Draw a sketch map using symbols and a key;</li> <li>-Compare maps with aerial photographs.</li> <li>-Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</li> <li>-Use index and contents page within atlases</li> </ul>	<ul style="list-style-type: none"> <li>-Use 8 compass points confidently and accurately</li> <li>-Use 4 figure co-ordinates confidently to locate features on a map.</li> <li>-Begin to use 6 figure grid refs; use latitude and longitude on atlas maps</li> <li>-Follow a short route on an OS map.</li> <li>-Describe features shown on OS map.</li> <li>-Locate places on a world map.</li> <li>-Use atlases to find out about other features of places. (e.g. resources)</li> </ul>



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<b>End Point</b>	An EYFS geographer will be able to describe the local environment. They will know similarities and differences between different communities in the country and between life in this country and other countries. They will know about some contrasting environments and the changes in the seasons.	A year 1 geographer will be able to name the four countries of the UK and name some famous landmarks in the UK. They can compare Blackley to a seaside town. They can talk about the seasons and weather in the UK. They use their observational skills to draw a simple map, identifying the human and physical features.	A Year 2 geographer will be able to name the 7 continents and oceans and UK countries and seas. They will be able to discuss different climate zones. They will compare how Blackley, Manchester is the same or different Abuja, Nigeria. They will sort human and physical features found in a particular region. They use globes and maps to represent the world and can create their own map.	A Year 3 geographer will be able to name counties, cities, rivers and mountains in the UK. They will know landmarks in the UK and sort physical and human features. They will know how places have changed over time. They will know features, locations and effects of volcanoes and earthquakes. They will be able to annotate aerial pictures and draw a map. They will identify the Prime Meridian.	A Year 4 geographer will be able to name and locate countries, cities, and landmarks in Europe and world mountains and rivers. They will be able to talk about the water cycle and water as an essential resource. They can identify and describe physical aspects of a local river. They will compare Manchester and Catalonia. They will use 8 compass points and 4 figure grid references. They will be able to make detailed maps using symbols and keys.	A Year 5 geographer will be able to name and locate countries, cities, and key human and physical characteristics in North and South America and the world. They will know about environmental regions. They will describe differences between life in the Amazon Basin, Rio de Janeiro and Manchester. They will know about different settlements and factors influencing migration. They will analyse and explain population changes. They will use 8 compass points and 4 figure grid references confidently. They can record using a range of methods.	A Year 6 geographer will be able to use maps to locate the world's countries concentrating on the locations of natural resources, environmental regions, key physical and human characteristics and major cities. They will be able to recognise patterns and understand some of the conditions, processes or changes which influence these, explaining links and interactions between people, places and environments. They can explain resource exploitation and why energy use must change. They can devise questions and use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork.
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