

Geography Progression Document

Nursery- Year 6

Locational Knowledge

EYFS

Understanding the World: People Culture and Communities ELG

-describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and (when appropriate) maps.

Understanding the World: People Culture and Communities ELG

-explore the natural world around them, making observations and drawing pictures of animals and plants.

-know some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences and what has been read in class.

-understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

KS1

Pupils should be taught:

-name, locate & identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

-name and locate the world's 7 continents and 5 oceans.

KS2

Pupils should be taught:

-locate the world's countries, using maps to focus on Europe (including Russia) & N & S America, focusing on regions & key physical/ human geography. Countries & major cities.

-name & locate counties & cities of the UK, geographical regions & their identifying human and physical characteristics (hills, mountains, coast & rivers) & land use patterns and understand how some of these have changed over time.

-identify the position and significance of latitude, longitude, Equator, N Hemisphere, S. Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle. Greenwich Meridian & time zones.

Geography Progression Map

Locational Knowledge			
EYFS	KS1	LKS2	UKS2
Can share knowledge of their own environment	Know and locate the local town (Burntwood) (Aut 1)		
Know where they live	Know the names of the 4 countries that make up the UK: England, Scotland, Wales and N.Ireland. (spring)	Can name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed. (Spring)	Can name and locate counties and cities of the United Kingdom, identifying their physical features by using an atlas. (Autumn 2)
Can name and locate different parts of the local community			
Can name places that they visit in day to day life	Know and locate the 4 capital cities of the UK Countries: London, Edinburgh, Cardiff and Belfast using a map or globe.(summer 1)	Know the names of and locate at least 8 counties and 6 cities in England. Land Use	Can name and locate countries and cities of the United Kingdom and understand how some of the human and physical aspects have changed over time. (Autumn 2)
Can locate UK on a map	Know the names of the three main seas that surround the UK: North sea, Irish sea and English Channel. (summer 1)		
Know that the UK is surrounded by water.	Know the names of and locate the seven continents of the world: Africa, Antarctica, Asia, Australasia, Europe, North America, South America.	Can locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics in the context of rainforests.	Understand the difference between a continent and a country and know the names of a number of European Capitals. (Spring 1: Cycle A) - use an atlas to find names of countries and their capital cities: Ukraine (Kiev), Russia (Moscow), Turkey (Ankara), Poland (Warsaw), Belarus (Minsk).
	Know the names of and locate the five oceans of the world: Atlantic, Pacific, Arctic, Indian, Southern oceans		
	Know the capital city of China (Beijing) spring 1	Know the names of at least 8 major capital cities across the world. London,	Can use maps to locate the world's countries with a focus on Eastern Europe concentrating on their environmental regions, key physical and human characteristics, countries,

Geography Progression Map

		<p>Know where the equator, Tropic of Cancer, Tropic of Capricorn & the Greenwich Meridian are on a World map in the context of rainforests. (Rainforests Summer)</p> <p>Know the significance of Prime/Greenwich Meridian by exploring countries on the Meridian Line. (Summer)</p> <p>Know the significance of time zones (including day and night) (Summer)</p> <p>Know what is meant by the term "Tropics" (Summer)</p>	<p>Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere in the context of describing a range of places across the Americas. (Summer 2)</p> <p>Can identify the significance of Prime/Greenwich, Meridian and time zones (including day and night) in the context of describing a range of places across the Americas. (Summer 2)</p> <p>Know about time zones & work out differences. (Summer 2)</p> <p>Know the time zones covered by N America & then the world. (Summer 2)</p>
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Geography Progression Map

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Place Knowledge

ELG

Understanding the World: People Culture and Communities ELG

-describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and (when appropriate) maps.

Understanding the World: People Culture and Communities ELG

-explore the natural world around them, making observations and drawing pictures of animals and plants.

-know some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences and what has been read in class.

-understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

KS1

Pupils should be taught:

-understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.

KS2

Pupils should be taught:

-name & locate counties & cities of the UK, geographical regions & their identifying human and physical characteristics (hills, mountains, coast & rivers) & land use patterns and understand how some of these have changed over time.

-understand Geographical similarities and differences through the study of human & physical geography of a region of the UK, a region in a European country & a region within N or S America.

Geography Progression Map

Place Knowledge			
EYFS	KS1	LKS2	UKS2
Walk around the school grounds. What can you see? Plants, animals and natural/ built objects.	Understand that the human and physical Geography in the UK is different. (spring)	Know at least five differences between living in the UK and a Mediterranean country.	Know key differences between living in the UK & in a country in Either N or S America. (Summer 2)
Keeping our classroom clean/ tidy			
Compare Reception outdoor space to KS 1 Outdoor space (draw maps, aerial photos).	Know the main differences between a place in England and that of a small place in a non-European country. (spring)	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country in the context of landscape around Whitby. (Autumn 1- Cycle 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 in the context of comparing landscapes. (Summer 2: Cycle B) (Spring 1: Cycle A)
Walk around the school grounds to look at their immediate environment.	Understand basic vocabulary to refer to key human features: city, town, village, farm, house, harbour and shop in the context of St Ives, Cornwall. (spring)		
Keeping the school environment clean. (Caretaker visit)		Understand key aspects of human geography, including: types of settlement and land use, economics activity including trade links, and the distribution of natural resources including energy, food minerals and water by looking at how landscapes change overtime. (Spring 1- Cycle B)	
Understand basic differences and Similarities between the UK and	Understand geographical vocabulary to refer to physical features: beach, cliff, (spring coast, forest, hill, mountain, sea ocean, river, soil, season and weather in the context of Kenya, Maasai. (summer) Compare China & England (Burntwood) Understand the geographical similarities and differences between China and Burntwood. Understand the geographical similarities and differences between Kenya and England specifically London and Burntwood. (summer	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country in the context of human geography in Whitby. (Autumn)	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region
		Understand geographical similarities and differences through the study of human and physical geography of a	

Geography Progression Map

	<p>Know and recognise landmarks. (London/China) London: London eye, Big Ben, Houses of Parliament, River Thames, Tower of London. China: The Great Wall of China, the terracotta army spring 1</p>	<p>region of the UK and a region in a European country in the context of human and physical geography of Whitby. (Aut 2)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country in the context of comparing aspects of our locale(Burntwood) with Whitby. (Aut 2)</p>	<p>in a European country, and a region within North or South America in the context of comparing towns. (Summer 2: Cycle B) (Spring 1: Cycle A)</p>
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Human and Physical Geography

ELG

Understanding the World: People Culture and Communities ELG

-describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and (when appropriate) maps.

Understanding the World: People Culture and Communities ELG

-explore the natural world around them, making observations and drawing pictures of animals and plants.

-know some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences and what has been read in class.

-understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

KS1

Pupils should be taught:

-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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.

KS2

Pupils should be taught:

-identify the position and significance of latitude, longitude, Equator, N Hemisphere, S. Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle. Greenwich Meridian & time zones.

-describe and understand key aspects of physical geography: Climate zones, biomes & vegetation belts, rivers, mountains, volcanoes, earthquakes & the water cycle.

-describe and understand key aspects from human geography: types of settlement & land use, economic activity including trade links, the distribution of resources including food, minerals, water & energy.

Geography Progression Map

Human and Physical Geography			
EYFS	KS1	LKS2	UKS2
<p>Know that there are 4 seasons and begin to name them.</p> <p>Know that the weather can be hot or cold.</p> <p>Know that the weather can be different.</p> <p>Know and observe different types of weather in the UK.</p> <p>Understand that weather can be different in other countries.</p> <p>Find out about children and schools around the world.</p> <p>Compare Africa with our own environment (Chinese New Year).</p>	<p>Know the 4 seasons & which is the hottest & coldest. (summer 1)</p> <p>Understand and locate hot and cold areas of the world in relation to the Equator and the North and South poles.</p> <p>Know seasonal and daily weather patterns in the United Kingdom. (summer 1)</p> <p>Know and recognise the main weather symbols. (summer 1)</p> <p>Know and use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (spring)</p> <p>Know and use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop in the context of seaside localities and the seaside town of St Ives, Cornwall. (spring)</p> <p>Know the main differences between City, town and village. (spring)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country in the context of land use in Whitby. (Aut)</p> <p>Know the names of a number of the world's highest mountains:</p> <p>Understand and describe key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle in the context of rainforest inhabitants.</p> <p>Understand key aspects of physical geography in the context of volcanoes.</p> <p>Label the different parts of a volcano.</p> <p>Know what causes an earthquake.</p> <p>Understand key aspects of physical geography in the context of earthquakes.</p> <p>Understand key aspects of physical geography in the context of tsunamis.</p>	<p>Can describe and understand key aspects of physical geography: Raging Rivers (Autumn: Cycle B)</p> <ul style="list-style-type: none"> • Explain the features of the Water Cycle in the context of Rivers. • Use the index of an atlas to locate the main rivers. • List some features of the Upper, Middle and Lower courses. • Describe how water erodes a riverbank. • Describe how deposition changes the shape of a river and explain how ox-bow lakes are formed. • List some ways that rivers were and still used for today exploring advantages and disadvantages. • Know & label the key features of a river system: including how meanders, ox-bow lakes and waterfalls are formed. • Know what a dam is and explain their importance. • Know why most cities are located by a river.

	<p>Know and use geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Know and use geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather in the context of Kenya, national parks/ reserves. (summer</p> <p>Explain some of the advantages or disadvantages of living in a city or village. (spring</p> <p>Seaside study. (spring</p>	<p>Understand key aspects of physical geography in the context of tornadoes.</p> <p>Know key aspects of human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources in the context of the needs of early settlers.</p> <p>Know key aspects of human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources in the context of comparing land use in different settlements.</p> <p>Understand and describe the key aspects of human and physical geography including land use in the context of using keys and legends.</p> <p>Understand and describe key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle in the context of layers of the rainforest.</p> <p>Understand and describe key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>	<p>Can describe and understand key aspects of physical geography: Our Changing World (Spring: Cycle B)</p> <ul style="list-style-type: none"> • Explain what weathering and erosion mean. • Name different types of weathering. • Explain how erosion changes rocks including: physical, chemical and biological. • Name some features of a coastline. • Describe how erosion and deposition change the look of a coastline. • Identify how the UK's borders have changed overtime. <p>Know what is meant by biomes & what are the features of a specific biome (Summer 2)</p> <p>Can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle in the context of mountains.</p> <p>Can describe and understand key aspects of physical geography,</p>
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		<p>earthquakes and the water cycle in the context of erosion and weathering.</p> <p>Understand and describe key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle in the context of coastal features.</p> <p>Know the main human & physical differences between developed & third world countries. Including the distribution of natural resources & energy. Link to Rainforest topic – Deforestation – plant biodiversity. Case Study Brazil, Coffee producer, mining.</p>	<p>including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle in the context of mountain climates.</p> <p>Can describe and understand key aspects of physical geography, including@ climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle in the context of mountains tourism.</p> <p>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 in the context of comparing climates (Spring 1:Cycle A)</p> <ul style="list-style-type: none"> - <i>identify similarities and differences between the climate of a place in eastern Europe and where I live</i> <p>Understand key aspects of 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</p>
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			<p>water in the context of nuclear power generation at Chernobyl (Spring 1: Cycle A)</p> <ul style="list-style-type: none"> - <i>explain why the Chernobyl nuclear disaster happened</i> - <i>explain some of the after-effects of the Chernobyl nuclear disaster.</i> <p>Understand and describe key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle in the context of comparing how weather and climate across America is affected by geographical location.</p> <p>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 in the context of planning a trip to eastern Europe.</p> <ul style="list-style-type: none"> • <i>explain why the Chernobyl nuclear disaster happened;</i> • <i>explain some of the after-effects of the Chernobyl nuclear disaster.</i>
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Geographical Skills and Fieldwork

ELG

Understanding the World: People Culture and Communities ELG

-describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and (when appropriate) maps.

Understanding the World: People Culture and Communities ELG

-explore the natural world around them, making observations and drawing pictures of animals and plants.

-know some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences and what has been read in class.

-understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

KS1

Pupils should be taught:

-use world maps, atlases and the globe to locate the four countries of the UK and the seven continents as well as other countries studied at this stage.

-use simple compass directions; N, S, E & W & locational language (e.g. near, far, left & right).

-to use aerial photographs to recognise landmarks and basic human/ physical geographical features.

-use simple fieldwork and observational skills to study the geography of their school and it's grounds.

KS2

Pupils should be taught:

-use maps, atlases, globes & digital/ computer mapping to locate countries & describe features studied.

-use the 8 points of a compass, four & six figure grid references, symbols & keys (OS Maps) to build up their knowledge of the UK & the wider world. Use fieldwork to observe, record & present the human & physical features in the local area using a range of methods including sketch maps, plans, graphs & digital technology.

Geography Progression Map

Geographical Skills and Fieldwork

EYFS	KS1	LKS2	UKS2
<p>Understand what a map is used for.</p> <p>Can point out a map within the school environment.</p> <p>Forest school</p> <p>Using maps of the school grounds</p> <p>See maps and globes to locate some familiar countries/ holiday destinations.</p> <p>Know and use directional language, left, right, forwards, backwards, (beebots)</p> <p>Know the name of the area where they live.</p> <p>Route to school using google maps (aerial photographs)</p>	<p>Use maps to locate the seven continents.</p> <p>Use maps to locate the UK and China (Spring1)</p> <p>Use maps to locate the UK and Kenya (summer)</p> <p>Know where the equator, North Pole and South Pole are on the globe. (summer 1)</p> <p>Know and use simple fieldwork and observational skills to study the geography of their school and its grounds. (Aut 1)</p> <p>Know and use simple fieldwork and observational skills to identify the key human and physical features of the school’s surrounding environment.</p>	<p>Use maps to locate European countries & Capitals. Key words: Spain (Madrid), France (Paris), Germany (Berlin), Italy (Rome), Portugal (Lisbon), Greece (Athens), Sweden (Stockholm), Poland (Warsaw)</p> <p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn & the Greenwich Meridian. Key words: Equator. North Pole, South Pole, Tropic of Cancer, Tropic of Capricorn, Greenwich meridian (Spring)</p>	<p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world. Link into deserts & N. America topic.</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 in the context of undertaking fieldwork to identify human and physical features of the local area.</p>

	<p>Know where N, S, E & W are on a compass. (summer)</p> <p>Know and use compass directions and locational and directional language to describe the location of features and routes on a map in the context of localities and the seaside town of St Ives, Cornwall.</p> <p>Know and use compass directions and locational and directional language to describe the location of features and routes on a map in the context of national park/safari maps. (summer)</p> <p>Know locational and directional language to describe location of features and routes on a map.</p> <p>Know their address, including postcode. (Aut 1)</p> <p>Know and use the terminologies: left and right: below: next to (summer)</p> <p>Understand and use aerial photos, atlases and maps to look at the two areas studied under place knowledge to reinforce map skills.(spring)</p>	<p>Know and name the eight points of a compass.</p> <p>Know how to plan a journey within the UK, using a roadmap. Key words: Ordnance Survey Map, grid reference, road, railway</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and wider world in the context of identifying links between settlements.</p>	<p>Use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world by planning a journey. (Autumn 2)</p> <p>How to use 6 figure grid references. (Autumn 2)</p> <p>Use four and six-figure grid references to build on their knowledge of the United Kingdom and the wider world by finding features on a map. (Autumn 2)</p> <p>Know what most of the Ordnance survey symbols stand for. (Autumn 2)</p>
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Geography Progression Map

	<p>Understand and use aerial photographs and plan perspectives to recognise landmarks. (Where we live/our school) Aut 1</p> <p>Know how to devise a simple map using symbols in a key. Capital city, city, river and mountain range (summer</p>	<p>Use fieldwork to observe, measure, record and present the human features in the local area in the context of creating sketch maps. (Spring 2)</p> <p>Use fieldwork to observe, measure, record and present the human features in the local area in the context of drawing a map. (Spring 2)</p> <p>Use maps and atlases to describe land use in the context of thinking about urban and rural areas. (Spring 2)</p> <p>Use maps and atlases to describe land use in the context of agriculture. (Spring 2)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlement.</p> <ul style="list-style-type: none"> • -Land Use – UK • - Rainforests 	<p>Use symbols and a key to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map. (Autumn 2)</p>
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