



Geography

PROGRESSION DOCUMENT

Subject Lead: S Johal

EYFS

End of Reception Expectations

By the end of Early Years, children should be able to;

- 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.

| Nursery | Reception |
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| <ul style="list-style-type: none">• Shows an awareness that there are different countries in the world | <ul style="list-style-type: none">• Explore the natural world around them• Describe what they see, hear and feel outside• Can discuss differences in environments• Recognises some similarities and differences between life in different countries• Shows an awareness of what maps are used for• Explore the changing seasons in the natural world around them. |

Aim KS1

Aims The national curriculum for geography aims to ensure that all pupils: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

are competent in the geographical skills needed to:

collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.

interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Geography – key stages 1 and 2.

Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

KS1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

| | | KS1 | LKS2 | | UPKS2 | | |
|----------------------|--|---|---|---|---|---|---|
| Locational Knowledge | | <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> | <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features 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.</p> | | <p>locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>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).</p> | | |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | <p>Can the children name and locate 4 countries?</p> <p>Can they name the capital cities of the UK?</p> <p>Can the children use world maps to identify the UK in its position in the world?</p> <p>Can the children find where they live on a map of the UK?</p> <p>Can they point out the north pole and the south pole on a globe or atlas?</p> | <p>Can the children name and locate the world's seven continents?</p> <p>Can they name the five oceans?</p> <p>Can they name, locate, and identify characteristics of the four countries and their capital cities of the UK?</p> <p>Can they name its surrounding seas?</p> <p>Can children describe where countries are in relation to the North and South pole?</p> <p>Can they find where the equator is?</p> | <p>Can they locate the world's countries (using maps, atlases globes or digital/computer mapping), using maps to focus on Europe and location of Russia (including their capital cities)?</p> <p>Can they name some of the counties of the UK?</p> <p>Can they identify the significance of latitude, longitude, the equator, tropics of Cancer and Capricorn?</p> <p>Can they name several countries in the Northern Hemisphere?</p> | <p>Can they locate the world's countries (using maps, atlases globes or digital/computer mapping) focusing on Africa in particular Madagascar (including their major cities)?</p> <p>Can they identify the position and significance of Prime/Greenwich meridian and time zones (including day and night)?</p> <p>Can children locate and name neighbouring countries and cities around their chosen area?</p> <p>Can the children identify and name the Arctic and Antarctic on a map/globe?</p> | <p>Can they locate the world's countries (using maps, atlases globes or digital/computer mapping), using maps to focus on South America (including major cities)?</p> <p>Can children locate and name counties and cities around the UK on a map?</p> <p>Can children describe this place location in comparison to other countries/cities?</p> <p>Can children begin to recognise the climate of a given country according to its location on a map?</p> | <p>Can they locate the world's countries (using maps, atlases globes or digital/computer mapping), using maps to focus on North and South America (including major cities)?</p> <p>Can children find and name rivers in the UK?</p> <p>Can children locate the longest rivers in the world?</p> |

| | KS1 | | LKS2 | | UPKS2 | |
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| Place knowledge | 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. | | 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. | | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America. | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>Can they study their local area?</p> <p>Can they recognise human and physical features in the context of the local area using fieldwork and observational skills?</p> <p>Can they understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, (London) and of a small area in a contrasting non-European Country. (China, Beijing. Asia)?</p> | <p>Case study:</p> <p>Can they understand geographical similarities and differences through studying the human geography?</p> <p>Can they understand the physical geography of a small area of the UK and of a small area in a contrasting non-European Country?</p> <p>Example:</p> <p>UK Wolverhampton.</p> <p>Australian town</p> | <p>Case study:</p> <p>Can they compare a city in the UK and Russia?</p> <p>Can they compare human characteristic?</p> <p>Can they compare the physical characteristics of their chosen city?</p> <p>Can they compare the topographical features?</p> <p>Can they discuss land use patterns, considering how these may have changed over time?</p> | <p>Case study</p> <p>Can they understand geographical similarities and difference through study of a region of the UK (Bilston – Black Country) in comparison with an African city in Madagascar?</p> | <p>Case study</p> <p>Can they compare a city in the UK and South America?</p> <p>Can they identify human characteristic?</p> <p>Can they discuss the physical characteristics?</p> <p>Can they identify the topographical features?</p> <p>Can they discuss land use patterns, considering how these may have changed over time?</p> <p>Example:</p> <p>UK city_____ ?</p> <p>South America</p> <p>_____</p> | <p>Case study</p> <p>Can they compare a city in the UK and North America?</p> <p>Can they discuss the human and physical characteristics?</p> <p>Can they identify the topographical features?</p> <p>Can they identify land use patterns and consider how these may have changed over time?</p> <p>Example:</p> <p>UK town: ____?</p> <p>North American town: city in Texas</p> |

| | | KS1 | LKS2 | | UPKS2 | | |
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| Human and Physical Geography | | <p>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.</p> <p>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.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> | <p>Can children describe and understand physical geography, including climate zones, biomes and vegetation belts, volcanoes and earthquakes.</p> <p>Human geography: including types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</p> | <p>Can children describe and understand physical geography, including rivers, mountains, and the water cycle.</p> <p>Human geography: economic activity including trade links.</p> | | | |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | <p>Can the children identify seasonal and daily weather patterns in the UK?</p> <p>Can they begin to explain why they would wear different clothes at different times of the year?</p> <p>Can they explain what they might wear if they lived in a very hot or a very cold place?</p> <p>Can they name key physical features of London and compare that with Beijing?</p> | <p>Can the children identify daily weather patterns in the UK?</p> <p>Can the children use world maps to identify the UK in its position in the world?</p> <p>Can the children locate on a globe and world map the hot and cold areas of the world including the Equator, the North and South Pole?</p> <p>Can children identify human and physical features of the local area on a n aerial map?</p> <p>Can they describe some human features of their own locality and compare this with a non-European locality?</p> | <p>Human Geography</p> <p>Can the children discuss the types of settlement and land use in Stone Age?</p> <p>Can they describe why certain areas appealed to settlers?</p> <p>Can they describe the difference between early settlements and towns today?</p> <p>What are natural disasters?</p> <p>Can the children describe and understand key aspects of physical geography in context of volcanoes?</p> <p>Can they describe how volcanoes have an impact on people's lives?</p> | <p>Can the children understand what are Biomes?</p> <p>Can they locate Biomes on Earth?</p> <p>Can they identify the climate is in Madagascar and compare that with the UK?</p> <p>Can the children discuss vegetation belts?</p> <p>Human Geography</p> <p>Can the children understand and discuss the distribution of natural resources Madagascar exports to the UK?</p> <p>Can the children discuss the need for renewable and clean energy? Can the understand why minerals and water are important?</p> | <p>Can the children name and locate countries and cities of the UK that have mountains?</p> <p>Can they describe mountain environments?</p> <p>Can they explain how climate is different to that of mountain climate?</p> <p>Can they identify how mountains attract tourism?</p> <p>Can they compare the negative and positives of tourism in these mountainous areas?</p> | <p>Can the children describe and understand key aspects of River?</p> <p>Can the children describe and understand key aspects of the water cycle?</p> <p>Human Geography</p> <p>Can the children discuss the Economic activity during the Mayans?</p> <p>Can they explain how agriculture contributes to the economy?</p> <p>Can they report on the effects Fairtrade has on people's lives and our resources?</p> <p>Can children understand the impact that large companies have on the lives of their workers(fairtrade)?</p> |

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| | | | <p>Can they talk about some of the world's most famous volcanoes?</p> <p>Can the children describe and discuss the key aspects of geography in context of earthquakes?</p> | | | |
| | KS1 | | LKS2 | | UPKS2 | |
| Geographical skills and field work | <p>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.</p> <p>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 Geography – key stages 1 and 2 3</p> <p>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</p> <p>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.</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 key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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.</p> | | <p>Use the eight points of a compass, 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.</p> <p>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.</p> | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |

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| | <p>Can they draw a simple map, using basic symbols as a key?</p> <p>Can they use directional language such as near and far, up and down, left and right, forwards and backwards?</p> <p>Can the children discuss what they can see on an aerial map?</p> <p>Can they answer questions about the weather?</p> <p>Can they keep a weather chart?</p> <p>Can they answer questions using a weather chart?</p> | <p>Can the children follow a route on a map, using simple compass directions (N,S,E,W)?</p> <p>Can they use aerial photographs and plan perspectives?</p> <p>Can the children talk about an environmental issue they see in their local area?</p> <p>Can they talk about the effects it could have on their local area?</p> <p>Can they describe some physical features of their own locality?</p> <p>Can they observe the area surrounding their school environment?</p> | <p>Can they use a 4-figure compass?</p> <p>Can they letter/number coordinates to identify features on a map?</p> <p>Can children create a simple scale drawing?</p> <p>Can they use standard symbols and the understand the importance of a key?</p> <p>Can the children use accurate geographical terms and vocabulary to describe what they see in their locality?</p> | <p>Begin to use an 8-point compass and four figure grid references to identify features on a map.</p> <p>Can children use observations of the local area to collect data?</p> <p>Can they accurately measure and collect information (e.g. traffic survey)?</p> <p>Can children correctly collect more than one form of data at a time?</p> | <p>Use 8-point compasses, begin to use 6 figure grid references. Making maps, draw or sketch maps using symbols and keys. Use and recognise OS map symbols regularly.</p> <p>Can they identify and sketch features of Victorian homes?</p> <p>Can they explain how buildings have changed over time?</p> <p>Can they collect data and measure data in the local area?</p> | <p>Use 8 figure compass and 6 figure grid reference accurately. Use lines of longitude and latitude on maps.</p> <p>Making maps draw plans of increasing complexity. Begin to use and recognise atlas symbols.</p> <p>Can children ask a range of geographical questions to carry out an investigation and can explain the opinions from a range of different points of view (link to fairtrade)?</p> |
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