



GEOGRAPHY CURRICULUM PROGRESSION

Strands	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Locational knowledge	<p>To talk about similarities and differences in relation to places, objects, materials and living things (World_ELG)</p> <p>(School environment and local area)</p>	<p>Name and locate the world's seven continents & five oceans on a labelled map.</p> <p>Name and locate the four countries and capital cities of the UK and its surrounding areas.</p>	Name & locate the world's seven continents & five oceans.	Name and locate cities of the United Kingdom.	<p>Name and locate counties and cities of the United Kingdom.</p> <p>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. (Context of rivers/pollution)</p>	<p>Name and locate counties and cities of the United Kingdom and identifying their 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 the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (Including day and night).

Place knowledge	To talk about the features of their own immediate environment and how environments might vary from one another (World – ELG) comparison of water usage in our homes and homes in Africa (Shipwrecked)		Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non European country.				Understand geographical similarities and difference through the study of human and physical geography of a region of the UK, a region in the European country and a region within North or South America.
Human & physical geography	To make observations of the environment and explain why some things occur and talk about changes (World – ELG) (seasons/ weather)	Identify seasonal & daily weather patterns in the UK & the location of hot and cold areas of the world in relation to the equator and the North & South Poles.	Use basic geographical vocabulary to refer to: Key physical features Key human features	Describe and understand key aspects of the water cycle. Describe and understand key aspects of types of settlements and land use	Describe and understand key aspects of volcanoes & earthquakes. Describe & understand key aspects of physical	Describe and understand key aspects of climate zones, biomes, vegetation belts and mountains.	Describe and understand key aspects of trade links, and the distribution of natural resources including energy, food minerals and water.
Geographical skills & fieldwork	Children use everyday language to talk about positions and distance to solve problems (ELG: SSM) Can describe their relative position	Use world maps, atlases & globes to identify the UK & its countries, as well as the countries, continents & oceans Use simple	Use world maps, atlases & globes to identify the UK & its countries, as well as the countries, continents & oceans Use aerial	Use the eight points of a compass to build their knowledge of the United Kingdom.	Use digital/computer mapping to describe features. Use eight points of a compass, four figure grid references symbols and keys (Ordnance	Use maps, atlases and globes to locate countries and describe features studied.	Using the eight points of a compass and Six figure reference grids, symbols and keys.

	<p>such as behind or next to (40-60 SSM)</p> <p>Google maps/Maps to look at local area/school position)- Bugs!</p>	<p>fieldwork & observational skills to study the geography of their school & its grounds and the key human & physical features of its surrounding environment.</p> <p>Use simple compass directions (N, E, S, W) & locational directional language (near & far) to describe the location of features and routes on a map.</p>	<p>photographs & plan perspectives to recognise the landmarks and basic human & physical features: devise a simple map using basic symbols in a key</p>		<p>Survey maps)</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 technology.</p>		
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