



Geography Progression
Reception and Key Stage 1

	EYFS	National Curriculum	Reception	Year 1	Year 2
Locational Knowledge	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps.	Name and locate the world's seven continents and five oceans	Begin to notice and talk about the different places around the world, including oceans and seas.	Name and locate the world's seven continents and five oceans on a world map.	Name and locate seas surrounding the UK, as well as countries of the UK, the five oceans and seven continents around the world on a world map or globe.
		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.	Name and locate seas surrounding the UK, as well as countries of the UK. Identify characteristics of the four countries and major cities of the UK.
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		Show an awareness of the similarities and differences between people in different communities and groups from around the world.	Identify the similarities and differences between two places.	Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.	
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		Describe how the weather, plants and animals of one place is different to another using simple geographical terms.	Locate hot and cold areas of the world in relation to the equator.		
Human and Physical Geography	Know some similarities and differences between the natural world around them and	Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest,		Use basic geographical vocabulary to identify and describe physical features,	Describe the size, location and position of a physical feature, such as beach,



	<p>contrasting environment, drawing on their experiences and what has been read in class.</p>	<p>hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>		<p>such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p>	<p>cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p>
	<p>Describe their immediate environment using knowledge from observation, discussion, stories non-fiction texts and maps.</p>	<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Describe a contrasting environment to their own.</p>	<p>Name and describe the purpose of human features and landmarks. Identify the characteristics of a settlement.</p>	<p>Use geographical vocabulary to describe how and why people use a range of human features.</p>
<p>Geographical Skills and Fieldwork</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps.</p>	<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>Begin to notice and talk about the different places around the world, including oceans and seas.</p>	<p>Name and locate the world's seven continents and five oceans on a world map.</p>	<p>Name and locate seas surrounding the UK, as well as countries of the UK, the five oceans and seven continents around the world on a world map or globe.</p>
	<p>Understand and use positional language in relation to place, direction and objects.</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</p>	<p>Use simple positional language to describe where things are in relation to each other and give directions.</p>	<p>Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p>	<p>Use simple compass directions to describe the location of features or a route on a map.</p>
	<p>Describe their immediate environment using knowledge from observation, discussion, stories non-fiction texts and maps.</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>Make and use simple maps in their play to represent places and journeys, real and imagined.</p>	<p>Draw or read a simple picture map. Identify features and landmarks on an aerial photograph or plan perspective.</p>	<p>Draw or read a range of simple maps that use symbols and a key. Study aerial photographs to describe the features and characteristics of an area of land.</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>Begin to collect simple geographical data during fieldwork activities. Take photographs, draw simple picture maps and</p>	<p>Carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p>	<p>Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and</p>



			<p>collect simple data during fieldwork activities.</p> <p>Describe ways to look after the immediate environment.</p>	<p>Describe how pollution and litter affect the local environment and school grounds.</p>	<p>secondary sources (maps and books).</p> <p>Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p>Describe the properties of natural and man-made materials and where they are found in the environment.</p>
Breadth of Study		<p>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.</p>		<p>Name important buildings and places and explain their importance.</p>	<p>Name, locate and explain the significance of a place.</p>
		<p>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.</p>		<p>Describe how a place or geographical feature has changed over time.</p>	<p>Describe how an environment has or might change over time.</p> <p>Describe, in simple terms, the effects of erosion.</p>
		<p>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,</p>			<p>Describe the size, location and function of a local industry.</p>



		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.			
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Geography Progression
Key Stage 2

	National Curriculum	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	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	Locate countries and major cities in Europe (including Russia) on a world map. Name and locate significant volcanoes and plate boundaries and explain why they are important.	Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. Name, locate and explain the importance of significant mountains or rivers.	Identify some of the problems of farming in a developing country and report on ways in which these can be supported.	Explain interconnections between two or more areas of the world.
	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	Name, locate and describe some major counties and cities in the UK.	Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.	Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.	
	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)	Locate significant places using latitude and longitude.	Identify the location of the Tropics of Cancer and Capricorn on a world map.	Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).



<p>Place Knowledge</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</p>	<p>Classify, compare and contrast different types of geographical feature.</p>	<p>Describe and compare aspects of physical features.</p>		<p>Describe the climatic similarities and differences between two regions.</p>
<p>Human and Physical Geography</p>	<p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Explain how the weather affects the use of urban and rural environments.</p> <p>Name and describe the types, appearance and properties of rocks.</p> <p>Describe the parts of a volcano or earthquake.</p> <p>Identify the five major climate zones on Earth.</p> <p>Describe how a significant geographical activity has changed a landscape in the short or long term.</p>	<p>Use specific geographical vocabulary and diagrams to explain the water cycle.</p> <p>Describe and explain the transportation of materials by rivers.</p> <p>Identify, describe and explain the formation of different mountain types.</p> <p>Describe altitudinal zonation on mountains.</p>	<p>Explain how the climate affects land use.</p> <p>Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.</p> <p>Describe how soil fertility, drainage and climate affect agricultural land use.</p> <p>Explain how the topography and soil type affect the location of different agricultural regions.</p> <p>Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p>	<p>Explain how the presence of ice makes the polar oceans different to other oceans on Earth.</p> <p>Compare and describe physical features of polar landscapes.</p> <p>Explain how climate change affects climate zones and biomes across the world.</p>
	<p>Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p>Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.</p>	<p>Describe a range of human features and their location and explain how they are interconnected.</p>	<p>Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.</p>	<p>Explain how humans function in the place they live.</p> <p>Describe the distribution of natural resources in an area or country.</p>



	including energy, food, minerals and water	Describe the type and characteristics of settlement or land use in an area or region.	Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. Describe how natural resources can be harnessed to create sustainable energy.	Describe in detail the different types of agricultural land use in the UK.	
Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.	Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.	Analyse and compare a place, or places, using aerial photographs, atlases and maps.	Use satellite imaging and maps of different scales to find out geographical information about a place.
	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	Use the eight points of a compass to locate a geographical feature or place on a map.	Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.	Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.	Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.
	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	Analyse primary data, identifying any patterns observed. Use four-figure grid references to describe the location of objects and places on a simple map.	Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. Use four or six-figure grid references and keys to describe the location of objects and places on a map.	Summarise geographical data to draw conclusions.	Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.



Breadth of Study	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.	Explain the physical processes that cause earthquakes and volcanic eruptions.	Explain how the physical processes of a river, sea or ocean have changed a landscape over time.		Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.
	Develop contextual knowledge of globally significant places – both terrestrial and marine – including defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.				Evaluate the extent to which climate and extreme weather affect how people live.
	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.		Investigate a geographical hypothesis using a range of fieldwork techniques.	Construct or carry out a geographical enquiry by gathering and analysing a range of sources.	Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.