Geography Curriculum Progression

Geography in EYFS
Early Years discretely explore geographical themes and content through the **Understanding of the World** – **People, Places and Communities** strand of the EYFS curriculum. This involves guiding the children to develop sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. Children at the expected level of development will • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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. All learning is scaffolded through high quality questioning and language. Play is facilitated so it maximises opportunities for creativity and exploration, both indoors and outdoors.

Locational Knowledge		
Year 1 / 2	**Year 3 / 4**	**Year 5 / 6**
• Develop knowledge of their locality. • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	• Name and locate counties and cities of the United Kingdom. • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. • Identify the Northern Hemisphere, Southern Hemisphere. • Identify the position and significance of latitude	• Locate the world's countries – United Kingdom and Europe (including the location of Russia) • Name and locate counties and cities of the United Kingdom. • Locate the world's countries, using maps to focus on North and South America. • 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).

Place Knowledge		
Year 1 / 2	**Year 3 / 4**	**Year 5 / 6**
• Small area of the United Kingdom (Ribchester). • Small area in a contrasting non-European country. (Queensland, Australia)	• A region of the United Kingdom (North West). • A contrasting locality in the United Kingdom (London) • A region in a European country (France and Paris)	• A region in a non-European country (Baghdad, Iraq) • A region within South America (Amazon and Brazil)

Human and Physical Geography		
Year 1 / 2	**Year 3 / 4**	**Year 5 / 6**

• Identify seasonal and daily weather patterns in the United Kingdom and the location of cold areas of the world in relation to the Equator and the North and South Poles.
• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot areas of the world.
• Use basic geographical vocabulary to refer to:
  ○ key **physica**l features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  ○ key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	• Describe and understand key aspects of:
	  ○ **physical** geography, including: rivers, climate zones, volcanoes and earthquakes,
	  ○ **human** geography, including: types of settlement and land use,
		• Describe and understand key aspects of:
		  ○ **physical** geography including mountains, oceans, climate zones, biomes and vegetation belts.
		  ○ **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

Mapping		
Year 1 / 2	**Year 3 / 4**	**Year 5 / 6**
• Use a range of maps and globes (including picture maps) at different scales. • Use vocabulary such as bigger/smaller, near/far. • Know that maps give information about places in the world (where/what?). • Locate land and sea on maps. • Recognise simple features on maps e.g. buildings, roads and fields. • Follow a route on a map starting with a picture map of the school. • Recognise that maps need titles. • Recognise landmarks and basic human features on aerial photos. • Draw a simple map e.g. of a garden, route map, place in a story. • Use and construct basic symbols in a map key. • Know that symbols mean something on maps. • Begin to realise why maps need a key. • Know which direction is North on an OS map. • Find given basic OS symbol on a map with support	• Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. • Recognise that larger scale maps cover less area. • Make and use simple route maps. • Use the index and contents page of atlases. • Use 4 figure coordinates to locate features on maps. • Create maps of small areas with features in the correct place. • Link features on maps to photos and aerial views. • Use maps at more than one scale. • Recognise patterns on maps and begin to explain what they show. • Label maps with titles to show their purpose • Recognise that contours show height and slope. • Use plan views.	• Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Relate different maps to each other and to aerial photos. • Begin to understand the differences between maps e.g. Google maps / Google Earth vs. and OS maps. • Choose the most appropriate map/globe for a specific purpose. • Interpret and use thematic maps. • Understand that purpose, scale, symbols and style are related. • Use six figure coordinates. • Use latitude/longitude in a globe or atlas. • Use a wider range of OS symbols including 1:50K symbols. • Know that different scale OS maps use some different symbols. • Use models and maps to discuss land shape i.e. contours and slopes. • Use the scale bar on maps. • Create sketch maps using symbols and a key. • Read and compare map scales. • Draw measured plans.

Fieldwork		
Year 1 / 2	**Year 3 / 4**	**Year 5 / 6**
• Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. • Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. • Use simple compass directions (NSEW). • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.	• Use the eight points of a compass. • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. • Make links between features observed in the environment to those on maps and aerial photos.	• Use eight cardinal points to give directions and instructions. • Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places – (weather in Ribchester, Eastern Europe, Middle Europe, Southern Europe) • Interpret data collected and present the information in a variety of ways including charts and graphs.

Enquiry and Investigation		
Year 1 / 2	**Year 3 / 4**	**Year 5 / 6**
• Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' • Investigate through observation and description. • Recognise differences between their own and others' lives.	• Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes • Make comparisons with their own lives and their own situation. • Show increasing empathy and describe similarities as well as differences.	• Make predictions and test simple hypotheses about people and places. • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?

Communication		
Year 1 / 2	**Year 3 / 4**	**Year 5 / 6**
• Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. • Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. • Notice and describe patterns. • Use basic geographical vocabulary to describe specific local geographical features (tube station, canal etc.) • Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. • Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.	• Identify and describe geographical features, processes (changes), and patterns. • Use geographical language relating to the physical and human processes e.g. tributary and source when learning about rivers. • Express opinions and personal views about what they like and don't like about specific geographical features and situations.	• Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas (contour lines and mountainous regions) • Use more precise geographical language relating to the physical and human processes e.g. tundra, coniferous/deciduous forest when learning about biomes. • Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. • Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the local bypass / climate change.

Use of ICT / Technology		
Year 1 / 2	**Year 3 / 4**	**Year 5 / 6**
• Use a digital map. • Use simple electronic globes/maps. • Do simple searches within specific geographic software. • Use a postcode to find a place on a digital map. • Add simple labels to a digital map. • Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. • Use programmable toys or sprites to move around a course/screen following simple directional instructions.	• Use the zoom facility on digital maps to locate places at different scales. • View a range of satellite images • Draw and follow routes on digital maps. • Make use of geography in the news – online reports & websites.	• Use appropriate search facilities when locating places on digital/online maps and websites. • Use wider range of labels and measuring tools on digital maps. • Start to explain satellite imagery. • Use and interpret live data e.g. weather patterns • Use spreadsheets, tables and charts to collect and display geographical data. • Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.