

## Key Stage Geography Progression

<b>EYFS</b>	<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things, happen and how things work. To develop an understanding of growth, decay and changes over time. To show care and concern for living things and the environment.</p> <p>40-60 months - Understanding the World - To look closely at similarities, differences, patterns and change.</p> <p>ELG Understanding the World and People and Communities - To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>
<b>KS1</b>	<p>Use simple fieldwork and observational skills to study the geography of school and its grounds, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a map, name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas, understand there are daily weather patterns in the UK. Name and locate world's seven continents and five oceans, contrast between UK and Non-European country, know the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Compass directions and locational and directional language, use simple fieldwork and observational skills to study the geography of school and its grounds, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a map.</p>
<b>KS2</b>	<p>Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time, 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. Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time. describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>

## Geographical Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observe closely what is around them and make comments on what they see.	Follow directions including N, S, E, W.	Follow a route on a map using N, S, E, W.	Begin to use eight compass points to follow or give directions.	Use eight-point compass points well to follow or give directions.	Use eight-point compass points well to follow or give directions.	Use eight-point compass points confidently and accurately.
Know a map is a drawing of where things are	Have experience of maps and attempts to make own, real or imaginary (with adult support).	Draw a map of a real or imaginary place e.g., add detail to a sketch map from aerial photo.	Use letters or number coordinates to locate features on a map.	Use letters or number coordinates to locate features on a map confidently.	Begin to use four figure coordinates to locate features on a map.	Begin to use six figure coordinates to locate features on a map.
Explore Google Earth and Street View to locate places (teacher-led)	Use an atlas to locate places.	Use atlas and globes to locate places.	Use large scale OS maps.	Begin to recognise symbols on an OS map.	Recognise and use OS map symbols for buildings and places of interest.	Recognise and use OS map symbols and describe features shown on an OS map such as marshes, contour lines, national parks.

Explore Google Earth and Street View to locate places (teacher-led).	Use own symbols on imaginary map.  Use a plan view.	Use large scale maps.	Use large scale OS maps.	Use large and medium scale OS maps.	Use medium scale land range OS maps.	Draw and use maps and plan in a range of scales.
			Use atlases to find out about other features of places e.g., mountains.	Use atlases to find out about other features of places e.g., mountains, weather patterns.	Use atlases and globes to find out about other features of places e.g., mountains, weather patterns.	Use atlases to find out about other features of places e.g., mountains, weather patterns.
Use knowledge from observation, discussion, stories non-fiction texts and maps to talk about different places.	Use non-fiction books, stories, maps, pictures, photos and internet as sources of information.	Use non-fiction books, stories, maps, pictures, photos and internet as sources of information.	Use non-fiction books, stories, maps, pictures, photos and internet as sources of information.	Use non-fiction books, stories, maps, pictures, photos and internet as sources of information.	Begin to use primary and secondary sources of information for evidence.	Use primary and secondary sources of information for evidence.
	Follow a route on a map using directional language such as near/far, left/right.	Follow a route on a map using directional language such as near/far, left/right and understand how to use a key.	Follow a route on larger scale maps.	Follow a route on larger scale maps.	Start to follow a short route on an OS map.	Follow a short route on an OS map independently.
Explore Google Earth and Street View to locate places (teacher-led).	Have experience of aerial photographs and try to identify known places with support.	Have experience of aerial photographs and identify known places.	Have experience of aerial photographs and identify known places.	Use satellite images and aerial photographs to extend learning within topic.	Continue to use satellite images and aerial photographs to extend learning within topic.	Create maps using aerial photographs and satellite images.
			Begin to use maps sites on internet (digimap/google)	use maps sites on internet (digimap/google)	use maps sites on internet (digimap/google)	use maps sites on internet (digimap/google)
<b>Field Work</b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

Make basic observations of the local environment.	Investigate their surroundings; make observations about where things are e.g., around school and local area.	Use simple fieldwork and observational skills to study school and grounds.	Begin to collect and record evidence.	Collect and record evidence.	Collect and record evidence.	Collect and record evidence unaided.
Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.		Begin to collect and record evidence with support.	Analyse evidence and draw conclusions e.g., make comparisons with two locations using photos pictures, temperatures and location.	Analyse evidence and draw conclusions e.g., make comparisons between locations, photos, pictures, maps.	Analyse evidence and draw conclusions e.g., compare historical maps of varying scales, temperature of various locations, influence on people everyday life.	Analyse evidence and draw conclusions e.g., field work, data on land use, comparing land use data, look at patterns and explain reasons behind it.
Describe some actions which people in their own community do that help maintain the area they live in (teachers, doctors/nurses, firefighters, police officers)	Express their own views about places and the local area.	Investigate similarities and differences into local habitats.		Begin to use a variety of sources of evidence to express views.	Use a variety of sources of evidence to express views about the area.	
Make attempts at drawing a map of a familiar or imaginary place.	Draw simple features they observe in the local area.	Gather data about specific habitats.	Draw a sketch of a simple feature from an observation or photo.			Draw a sketch of a simple feature from an observation or photo.
	Use an iPad in the field, with help, to record what they have seen and label.	Use an iPad in the field, with help, to record what they have seen and label.  Join labels to correct features on plans, maps and photographs.		Select and use a range of measuring instruments and investigations.	Select and use a range of measuring instruments and investigations.	Select and use a range of measuring instruments and investigations.

Identify a map; make attempts to draw simple features in their familiar environment and imaginary places.	Experience simple scale drawings of the local area.	Try to make a simple scale drawing.	Make a map of a short route experienced with features in correct order.	Begin to draw a variety of thematic maps based on their own data; begin to draw a sketch map from a high viewpoint.	Use a database to interrogate and amend data collected and begin to draw a variety of thematic maps based on their own data.	Begin to draw a variety of thematic maps based on their own data using symbols and a key.
	Experience simple plan views.	Experience simple plan views.	Start to draw plan views.	Continue to draw plan views.	Draw a plan view with some accuracy.	Begin to draw plans of increasing complexity.

### Locational and Place Knowledge

EYFS	Year 1	Year 3	Year 5
	Year 2	Year 4	Year 6
<p>Talk about their homes and Families.</p> <p>Know that we live in Manchester.</p>	<p>Cycle 1 - Learn names of countries within the United Kingdom</p> <p>Cycle 2 – Learn names of cities (London, Belfast, Edinburgh, Cardiff, Manchester) and surrounding seas in the United Kingdom.</p>	<p>Cycle 1 - Study of human and physical geography in the U.K.</p> <p>Cycle 2 - Study of human and physical characteristics, countries and major cities of Scandinavia.</p>	<p>Cycle 1 - Study of human and physical geography of a region in North and Central America including trade, cities and tourism.</p> <p>Cycle 2 - Study of human and physical geography of Brazil and rainforests- Tourism, land use, trade, settlements, rivers, mountains and biomes).</p> <p>Study of human and physical Geography of France.</p>
	<p>Cycle 1 - Locate and name on UK map major features e.g. London, River Thames, home location seas.</p> <p>Cycle 2 - Compare and contrast a small area of the United Kingdom with a small area in a non-European country – Manchester and Lagos.</p>	<p>Cycle 1 - Study of a region in North America and Greater Manchester</p> <p>Cycle 2 - Compare and contrast areas of the Northwest – Greater Manchester, Lancashire, Cumbria, Cheshire, Merseyside – Identify counties and cities, human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</p>	<p>Cycle 1 – Compare and contrast areas of the UK and North and Central America.</p> <p>Cycle 2 – Compare and contrast areas of the UK and South America and France.</p>
	Recognise how places are linked to other places in the world.		<p>Cycle 1:</p> <p>Identify key human and physical characteristics of the UK and how they have changed over time.</p>

					<p>Identify key topographical features of Central and North America.</p> <p>Identify land use of Central and North America and how these maps have changed over time.</p> <p>Use time zones across the world when discussing regions.</p> <p>Cycle 2 - Identify key topographical features of South America.</p> <p>Discuss and identify time zones across the world.</p> <p>Use time zones across the world when discussing regions.</p>	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify the main features of their immediate environment – school, home, shops, church, health centre, park, road.	Begin to match boundaries (e.g., find same boundary of a country on different scale maps.) of the UK.	Begin to match boundaries (e.g., find same boundary of a country on different scale maps.) around the world.	Begin to identify significant places and environments	Begin to identify significant places and environments	Identify significant places and environments	Confidently identify significant places and environments
Find their way around school – showing an awareness of where things belong and the people within the school	Name and locate the worlds' seven continents and five oceans.	Name and locate the worlds' seven continents and five oceans.  Begin to spatially match places e.g., recognise UK on a small scale and larger scale map.	Begin to understand how features (hills, mountains, coasts & rivers) have changed over time.	Identify and describe where places are around the world  Use maps to name and locate countries in Europe.	Identify and describe where places are around the world	Identify and describe where places are around the world
	Identify and describe where places are in the UK.	Identify and describe where places are around the world.	Name and locate regions and cities of the U.K.	Name and locate counties of the UK.	Name and locate states and main cities of North and Central America, concentrating on	Use maps confidently to name and locate states and main cities of South America, concentrating on

					environmental regions, key physical and human characteristics, countries and major cities.	environmental regions, key physical and human characteristics, countries and cities.
Notice and talk about similarities and differences in story settings.	Make simple comparisons between features of different places.	Make simple comparisons between features of different places.	Identify the Equator, Northern Hemisphere, Southern Hemisphere and the countries that lie within them.	Identify the Equator, Northern Hemisphere, Southern Hemisphere and the countries that lie within them.	Identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them.	Use latitude and longitude on atlas maps and globes.
			Study of human and physical geography in the U.K.	Study of human and physical characteristics, countries and major cities of Europe.	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 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.

### Human and Physical geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin naming features of the local environment – school, home, shops, church, health centre, park, road, houses.	Use geographical vocabulary including beach, cliff, coast, sea, etc for physical features.	Use geographical vocabulary as year one and including: forest, vegetation, ocean, weather etc for physical features.		Use appropriate geographical vocabulary related to the topic.	Use appropriate geographical vocabulary related to the topic.	Use appropriate geographical vocabulary related to the topic.
Begin to describe different landscapes in story settings e.g. seaside, forest, city.	Use geographical vocabulary including city, town, port, factory, farm etc. for human features.	Use geographical vocabulary as Year One including: city, town, harbour, port, factory, farm etc for human features.	Recognise and describe key rivers and mountains in the U.K.  Know the journey of a river.	Name and locate geographical regions and their identifying human and physical characteristics.		Locate the key human and physical characteristics of South America.
Show respect of different cultures.				Recognise how people can improve an environment or destroy it.	To learn about trade links between countries.	To learn about trade links between countries.

Know that homes in other countries may be different.						
<b>EYFS</b>	<b>Year 1</b>		<b>Year 3</b>		<b>Year 5</b>	
	<b>Year 2</b>		<b>Year 4</b>		<b>Year 6</b>	
Looks closely at similarities, differences, patterns & change.	<p>Cycle 1 - Recognise human and physical features in the local area.</p> <p>Cycle 2 - Recognise human and physical features of non-European countries studied.</p>		<p>Cycle 1 - Recognise and describe key mountains, volcanoes and plates around the world.</p> <p>Recognise how and why people may seek to manage environments sustainably.</p>		<p>Investigate how decisions about places and environments affect the future quality of people's lives.</p>	
Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc	<p>Cycle 1 - Identify and describe what places are like Identify seasonal and daily weather patterns in the UK. Recognise how places have become the way they are and how they continue to change.</p> <p>Cycle 2 - Identify and describe what places are like Identify seasonal and daily weather patterns in the UK.</p>		<p>Cycle 1: Understand the water cycle.</p> <p>Know the journey of a river and how rivers can be used.</p> <p>Relate the water cycle to weather patterns.</p>		<p>Recognise and describe biomes and vegetation belts around the world.</p>	
Make observations of the local environment and explain why some things occur and talk about change.	<p>Cycle 2: Identify hot and cold areas of the world in relation to the equator and the North and South Poles</p>		<p>To learn about distribution of natural resources including energy.</p>		<p>To learn about settlements and environmental impact To learn about distribution of natural resources including energy.</p>	