



Geography Progression Components Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Be able to name places in my day to day life e.g. places that I regularly visit or are important to my family.</p>	<p>Name and locate the world's continents and oceans.</p> <p>Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing.</p> <p>Draw and label pictures to show location.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use world maps, atlases and globes to identify the United Kingdom, its countries and key capital cities.</p> <p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic.</p> <p>Make predictions about where the hottest places in the world are? Children to identify the equator and locate the places on the Equator which are the hottest.</p>	<p>Name and locate the 5 oceans using maps and globes. Recall the world's continents.</p> <p>Name and locate the seas that surround the UK.</p> <p>Be able to identify cities in the contrasting countries.</p> <p>Identify location of hot and cold areas of the world and the North and South Poles.</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.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate some countries of Europe and describe features studied.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Locate countries, cities and landmarks of Europe using Google Maps and on a globe.</p> <p>Name and locate the Equator, Describe some of the characteristics of these geographical areas.</p> <p>Know and understand what Latitude and Longitude are.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries across the world and describe features studied.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones.</p> <p>Describe the location of countries studied in relation to the equator, tropics, hemispheres and the poles.</p>	<p>Locate physical geographical features on a map.</p> <p>Describe their location in relation to land use and look for patterns in the locations.</p> <p>Name and locate the countries of North and South America</p> <p>Name and locate Greece on a range of maps, identifying human and physical characteristics of this country including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe the location of countries studied in relation to the equator, tropics, hemispheres and the poles.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>	<p>Compare maps over time.</p> <p>Understand how time zones are shown on a map.</p> <p>Locate countries where there are dangerous waters which WaterAid help with.</p> <p>Name and locate a wide range of countries on a world map (recap of all previous locational learning) where significant Natural Disasters have occurred – recalling key features of characteristics.</p> <p>Locate the seas around the UK, and counties which suffer flooding.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics.</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p>

<p>Place Knowledge</p>	<p>I can ask questions about what it is like in another country.</p> <p>I can explain some similarities and differences between life in this country and life in other countries.</p> <p>I can show my knowledge of other countries through role play and art work. Also, through observation, discussion, story, non-fiction texts and maps.</p>	<p>Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Retell what it is like in another country. (UK Focus)</p> <p>Express own views about a place, people and environment.</p> <p>Compare plants that grow in contrasting countries</p>	<p>Make comparisons between the UK and life in another country.</p> <p>Study pictures/videos of two differing localities, make comparisons between life in the UK and life in Zambia, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle?</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Explain own views about locations, giving reasons.</p> <p>Give detailed reasons to support own likes, dislikes and preferences.</p>	<p>Express own views about a place, people and environment.</p> <p>Identify features of a place using aerial photographs and Google Earth.</p> <p>Describe geographical similarities and differences between countries.</p>	<p>Describe and understand geographical similarities and differences between countries, including the UK, Europe and a region of South America.</p> <p>Compare and give reasons for the different lifestyles within a country or area of a country.</p>	<p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s tube map).</p>	<p>Discuss how people are influenced by both physical and human geography on a local, national and global scale.</p> <p>Understand geographical similarities and differences of the UK Boscastle river flooding and flooding in other countries.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Describe, and explain, geographical diversity across the world.</p> <p>Understand the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain the reasons for change.</p> <p>Describe and explain how countries and geographical regions are interconnected and interdependent.</p>
------------------------	---	---	---	---	---	---	--

Physical and Human Geography

I can use everyday vocabulary to name common physical features.

I can show respect of different cultures

Understand that different countries have a different range of plants that grow.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and that of a non-European country.

Use basic geographical vocab to refer to and name the key human features of a location in order to say whether it is a city, town, village, coastal or rural area.

Name some types of weather and describe the weather associated with the four seasons.

Use basic geographical vocab to refer to key physical features including: season: weather.

Ask questions about the weather and seasons.

Observe and record e.g. draw pictures of the weather at different times of the 1/2 term or keep a record of how many times it rains in a week

Express opinions about the seasons and relate the changes to changes in clothing and activities

Understand that different countries have different climates.

Recognise that humans have a choice in their lifestyle.

Ask and answer geographical questions about the physical and human characteristics of a location.

Use a range of resources to identify the key physical and human features of a location.

Understand geographical similarities and differences through the study of human and physical differences between the River Fal, River Thames, River Tiber and the River Po.

Explain the water cycle using scientific terminology and explain the changes of state.

Locate rivers in UK and significant rivers in Europe.

Describe the journey of a river from source to sea.

Describe key aspects of physical geography, including: mountains, volcanoes and earthquakes, valleys, city, town, hills, rivers, beaches, coasts

Ask and answer geographical questions about the physical and human characteristics of a location, beginning to make links with other countries studied.

Compare different types of settlements and land use.

Identify the main physical and human characteristics of:

Scandinavia, Russia, England, Ireland, Iceland, N. America, Greenland

Recognise that our choices impact the lives of other people

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, coasts, seas,

- human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.

Describe how Cornwall has changed over time.

Describe how physical geographical features are formed.

Describe how humans are impacted both positively and negatively by physical features.

Recognise that humans can have some control over physical features.

Describe the different climate zones and Vegetation belts on a global scale.

Be able to say what weather and vegetation is related to these and begin to give reasons why

Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK. (South America and trade links around the world)

Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

Identify and describe how the physical features affect the human activity within a location.

Describe and understand key aspects of: physical geography, including: climate zones, biomes and mountains. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural

Describe and understand key aspects of: physical geography, including: climate zones, vegetation belts, mountains, volcanoes and earthquakes rivers, climate zones, biomes and coasts

Human geography, including: settlements, land use, economic activity including trade links, distribution of natural resources, settlements, the distribution of natural resources including energy, food, minerals, and water supplies.

Identify and describe how the physical features affect the human activity within a location.

Describe how geographical features change over time.

Analyse the positive and negative impact of a human change on both a local and global scale.

Explain how humans use physical geographical features for a variety of purposes. (Why do people live near volcanoes/flood zones?)

Describe and understand the water cycle and how Tsunamis are formed.

							resources including energy, food, minerals, and water supplies	
--	--	--	--	--	--	--	--	--

<p>Geographical Skills and Fieldwork</p>	<p>Observe closely what is around me and make comments on what I see.</p>	<p>Use locational language (e.g. near and far, left and right) to describe the location of features and routes on a map.</p> <p>Use aerial images to locate a familiar place.</p> <p>Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Identify land use in our town.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p>	<p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Use locational and directional language to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple grid references (A1, B1).</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.</p> <p>Collect data using observations and record it in a table.</p>	<p>Start to use the 8 points of a compass.</p> <p>Use fieldwork to observe and record 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>Follow a journey using computer mapping – Google Maps / Geocaching.</p> <p>Make detailed maps using a key.</p>	<p>Use the eight points of a compass.</p> <p>Include a key on a map using common OS symbols.</p> <p>Use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world.</p> <p>Understand how colours are used on a map to show different physical zones.</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 mapping technologies.</p>	<p>Use 6 figure grid references.</p> <p>Explain what data which has either been collected or researched shows and the impact of it.</p> <p>Record data in a line graph.</p> <p>Develop a good understanding of the symbols used on an ordnance survey map.</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, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Compare aerial photos and maps taken over time.</p> <p>Use different types of fieldwork sampling (random) to observe measure and record the human and physical features in the local area. Record results in a range of ways.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). (Map of Europe from 1939/1945/2022)</p>
--	---	---	---	--	--	---	--