

St Andrews CE VA Primary School Geography Progression Map

National Curriculum Requirements			
	EYFS	KS1	KS2
	Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. ELG People, Cultures and Communities 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, nonfiction texts and (when appropriate) maps.	Key Stage 1 Pupils should develop knowledge about: • The world • The United Kingdom • Their locality They should: • Understand basic subject-specific vocabulary relating to human and physical geography Begin to use geographical skills, including first-hand observation, to enhance their local awareness	Key Stage 2 Pupils should: • Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America • This will include the location of a range of the world's most significant human and physical features They should: • Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge
Knowledge End Points			
	EYFS	KS1	KS2

	ELG Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.	Can name and locate the world's seven continents and five oceans. Can name, locate, and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understands 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. Can 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. Can use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including city, town, village, factory, farm, house, office, port, harbour, and shop. Use world maps, atlases, and globes. Use simple compass directions. Use aerial photos and construct simple maps. Undertake simple fieldwork studies within school locality.	Can 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. Can 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. Can 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). Understands geographical similarities and differences through the study of human and physical geography 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. Can describe and understands key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Can describe and understands key aspects of 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. Can use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.
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	Key Concepts	Locational Knowledge	Place Knowledge	Navigation	Fieldwork	Human Geography	Physical Processes and Features
	Locational knowledge Pupils will build and develop their knowledge of important places and areas of the world. They will develop the knowledge to be able to name and locate key towns and cities, countries, continents, seas and oceans as well as key regions such as the equator, and northern and southern hemispheres. Place knowledge Pupils will learn how to compare and contrast places, regions and countries according to key physical and human features. Navigation Pupils will learn how to read and interpret maps, keys, scale, atlases and globes as well as knowing the points of a compass. Fieldwork Fieldwork is a key component of geography and pupils will learn how to carry this out in different settings with increasing accuracy. They will learn how to observe and record their findings, how to collect, present and interpret fieldwork data, using instruments and equipment and take measurements. Human geography Pupils will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment and trade, settlement and transport. They will learn about population, economic activity, human features, settlements and sustainability, including the impact of humans on climate. Physical features & processes Pupils will develop an understanding of different physical environments in their locality and around the world. They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

A u t u m n	Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Where do I live – talk about differences between Leven (village) and Beverley (town). Name places in the village that are important to me and others. Talk about aerial photos of the local area and find key locations – school, church, shops, home, park, etc Can children talk about their homes and what there is to do near their homes? Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.	Weather – hot and cold areas (human and physical geography/locational knowledge) To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns. To describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas. To identify ways in which we learn about the weather, then make predictions about the weather which are helpful. To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.	UK contrasting locality London (place knowledge) To be able to locate London on a map and describe its location. To identify London as the capital city of England and the UK, as well as identifying the other countries and capitals of the other three countries in the UK. To start to identify some features of London. To be able to identify and describe landmarks of London. To be able to use compass points and directional language to navigate between London landmarks. To be able to identify and describe a variety of geographical features in London, including London's key physical features, including hills, rivers, lakes, forests and parks. To explore seasonal weather patterns in London.	Countries of the World To be able to identify the continents of the world. To be able to locate countries on a world map. To know the tallest mountain and longest river in each of the seven continents. To know the hottest, coldest, largest and smallest countries are and which continents they can be found in. To be able to name locate major capital cities of the world. To use a variety of sources to identify human and physical features in a particular country.	Our European Neighbours To be able to locate Europe on a world map and find out about its features. To be able to identify and locate countries in Europe. To know human features of different European countries, including flags, currencies and governments. To identify a country from given information and match countries to their flags. To identify the difference between a continent, country and capital city. To identify the capital cities of European countries. To use maps to locate capital cities and to explore features of some major cities. To be able to compare two European capital cities, London and Paris.	UK – York, counties, rivers and mountains (place knowledge) To be able to identify and describe key geographical features of the United Kingdom. To locate the UK on a world map and identify the four countries and capital cities. To find out information about aspects such as area, life expectancy and population. To know what a county is and find out how the counties of England can be split into regions. To be able to identify and locate the counties of the United Kingdom. To be able to locate and identify towns and cities in the UK. To find out about the hills and mountains of the UK. To find out about the seas and coasts of the UK. To be able to identify and explore the major rivers of the UK.	Extreme Earth – Natural Disasters Explore the Earth's extreme climates by investigating what climates there are on our planet and finding out about the hottest, wettest, coldest and driest places on Earth. Find out about the water cycle and how it works to result in different levels of rainfall in different parts of the world. Investigate a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes, and the effects these can have on people and the landscape. Explore how the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move.
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		To learn more about the way seasonal weather in an equatorial region is different to the weather in the UK. To learn more about the way seasonal weather in a polar region is different to the weather in the United Kingdom. To show what has been learned and understood about weather patterns in the United Kingdom and in places near the poles and equator.			To find out about the human and physical features of a European country. To compare 2 different countries in terms of both human and physical features.		To know how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment. To identify the differences between a volcano and a mountain. To discover how volcanoes are formed and what happens when one erupts.
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S p r i n g	Introduce children to the term 'Global Warming' and how it is affecting the polar regions and animals who live there. Talk about what they can do to help reduce global warming – recycling, using less energy. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Introduce 'Fairtrade' to children. Use fairtrade products in baking. Look on world map to locate where bananas, tea, coffee, sugar come from.	Where do I live? Local area – field work, observational skills (place knowledge, human and physical geography, geographical skills and field work) To be able to locate the UK on a world map. To be able to identify the countries and capital cities of the UK. To identify the UK as being a country within Europe. To be able to identify features and characteristics of the countries of the UK. To identify the national flag of each UK country and start to consider the idea of national identity. To identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean.	Map Makers (Locational and place knowledge/ fieldwork/ human geography) To be able to use compass points to navigate around a map. To use aerial photographs and plan perspectives to recognise and create landmarks. Use simple fieldwork and observational skills to study the geography of their school and surroundings. To devise a simple map and use and construct basic symbols in a key. To design a map, referring to key human features.	Where does our food come from? Fairtrade To locate the UK as being in the Northern Hemisphere. To identify breakfast foods that come from Britain and recognise that many other common foods come from different places around the world. To identify the origins of some breakfast foods, as well as how they are traded and transported around the world. To know how land in temperate climate zones is used to produce food. Children will locate the tropics as being between the Tropics of Cancer and Capricorn. To know about tropical climates and that bananas grow well in this climate. To find out how bananas are grown before being exported to the UK. To find out about fair trade. To describe the way in which land in tropical biomes is being changed to enable more food to be produced. To understand deforestation as a result of change in land use.	Settlements To find out about the needs of early settlers and explore the origins of place names. To find out about different settlements and how settlements change over time. To explore Ordnance Survey maps and look in detail at their features. To be able to use grid references to investigate settlements. To plan and create a map of a settlement,	Investigating Rivers Rivers and coasts (locational knowledge, physical geography) To understand and explain the water cycle. To find out about rivers and how they erode, transport and deposit materials. To know the journey of a river from source to mouth, and learn about the features of rivers, including deltas, tributaries and meanders. To know the human uses for rivers eg. water, transport, habitat, energy, farming and leisure. To know the causes of river pollution and the effect it has on the environment. To investigate the River Nile in detail including the effects on the environment and landscape.	Natural Resources To identify some of Britain's natural resources and explain how they are used. To know how fossil fuels are produced and how they can be used to produce electricity. To know how this power is distributed across the UK via the National Grid. To identify clean and renewable natural resources such as wind, solar and hydroelectric used to produce electricity, and to discuss the pros and cons of their use. To identify parts of the world where wood is produced, and consider some of the problems associated with its production. To know where and how steel is produced. To know where and how glass and concrete are produced in Britain using natural resources.
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		To locate their local area on a map and think about what kind of settlement they live in. To use different sources to explore their local area.		To locate areas in the world that have a mediterranean climate zone and identify the features of this biome. To find out about Italy and the produce that can be grown and reared there thanks to the climate. To explain how land is used to produce food in the United Kingdom. To understand and describe the trade links that enable food from around the world to be sold in the United Kingdom.			
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S u m m e r	Can children differentiate between land and water on a map? How does it look on a map/globe? What would we need to take on a holiday/trip to the beach? Name places you have visited in the world – holidays, trips. Make comparisons between those places that are near and those which are a lot further away. Trip to the beach/beach day in school.	Seas and Coasts (Place knowledge/fieldwork/ human geography/locational knowledge) To name and locate the five oceans and seven continents on a world map. To locate some seas and countries. To name and locate human and physical features of British beaches. To know what an island is and think about what being an island means for the UK. To use a compass rose to locate the seas around the UK. To find out about some of the human activities that take place in UK seas. To put fieldwork skills into practice when they visit a local beach.	Contrasting non-European locality – Kenya (place knowledge, geographical skills). To name and locate the world's seven continents and five oceans in the context of Africa (Kenya). To use world maps, atlases and globes to identify the countries studied at this key stage in the context of Africa (Kenya). To recap the continents and oceans. To compare different climates based on the location of the poles and the equator. To identify Kenya's wet and dry seasons and compare Kenya's climate to the UK climate. To explore the landscapes of Kenya. To identify some different land features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features. To identify many different groups of people who live in Kenya.	Into the desert To find out what deserts are and where in the world they are located. To investigate the weather and climate of deserts. To find out about desert formations such as: sand dunes, salt flats, pillars and arches, and find out how they were formed. To know how deserts are used by humans. To identify some of the natural resources that can be found in desert, such as diamonds, salt and oil. To know some of the challenges faced by people living in deserts. To find out how people find water in the desert and the effects that a lack of water can have on people and animals living in a desert. To know how large desert cities get the water they need. To define what desertification is and identify causes and effects and how it can be tackled.	Earning a Living To explore jobs and why they are important. To be able to group jobs into sectors. To know what terms such as 'business', 'industry' and 'economy' mean. To identify some of the major industries of the UK. To find out about some of the different jobs people can do in other places around the world, focusing particularly on jobs relating to trade. To identify some of the reasons adults don't work including retirement and unemployment. To find out children around the world who help earn a living for their families.	South America – biomes, rivers, mountains, time zones (place knowledge and physical geography) To find out about the location and countries of South America. To know different climates, such as temperate, arid and subtropical, and describe the features of these climates. To identify the Andes of South America as the largest mountain range in the world. To find out about the human geography of South America. To know the concept of world trade and recognise some of the products we use that may come from South America. To identify some of the biggest exports of South America and recognise some of their strongest industries. To be able to carry out an indepth study of a South American country. To compare an area of South America with the UK.	North America minerals (human geography, place knowledge, geographical skills and field work) To identify the continent of North America on a map and learn how it is organised into areas, such as the Caribbean and Central America. To identify the 23 countries that comprise North America and locate them on a map. To look at a global climate zone map to identify climate patterns around the world. To know climate zones in North America, using graphs and charts to examine and compare the climate in different locations around the continent. To identify some of the famous features of North America, including natural features such as the Grand Canyon and Niagara Falls, finding out how they were formed.
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			To compare people who live in large cities with those who live in more rural areas. To research the Maasai tribe and start to consider the differences between Maasai life and like in the UK.				To know human features and landmarks, such as the Panama Canal and the Hoover Dam. To define what a capital city is. To identify the names of some North American capital cities. To explore the various time zones of North America and how these compare to other time zones around the world. To compare a region in the UK with a region in North America. To research the human and physical geography of a particular North American country.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

L o c a t i o n a l K n o w l e d g e	Name the place they live (Leven, or nearby village) Name the 4 countries in The United Kingdom	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Locate and name the main counties and cities in/around Yorkshire.	Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
P l a c e K n o w l e d g e	Understand local geography (that Leven is a village in the countryside, near Beverly a town)	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.	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 concentrating on islands and sea sides.	Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level.	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.	Compare a region in UK with a region in N. or S. America with significant differences and similarities.	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand and explain some of the reasons for similarities and differences.

H u n a n a n d p h y s i c a l g e o g r a p h y	Begin to identify seasonal and daily weather patterns in the United Kingdom. Begin to use basic geographical vocabulary to refer to key human features.	Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: forest, hill, mountain, soil, valley, vegetation, human features, including: city, town, village, factory, farm, house, office.	Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather including: city, town, village, factory, farm, house, office, port, harbour and shop.	Describe and understand the key aspects of Physical Geography (climate zones, biomes & vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle) linked to the Geography theme being studied. Describe and understand key aspects of Human Geography (types of settlement and land use, economic activity, trade links, distribution of natural resources.)	Describe and understand key aspects of Physical Geography (climate zones, biomes & vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.) Describe and understand key aspects of Human Geography (types of settlement and land use, economic activity, trade links, distribution of natural resources.)	Describe and discuss key aspects of Physical Geography (climate zones, biomes & vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.) Describe and understand key aspects of Human Geography (types of settlement and land use, economic activity, trade links, distribution of natural resources.)	Describe and compare key aspects of Physical Geography (climate zones, biomes & vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.) Describe and understand key aspects of Human Geography (types of settlement and land use, economic activity, trade links, distribution of natural resources.)
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Geography Skills and Fieldwork	Know what a map is. Draw information from a map. Create own maps real and imagined. Show an awareness of North, South East and West. Be exposed to aerial photographs of the local area.	Use world maps, atlases and globes to identify the United Kingdom and its countries. 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. 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. 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.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 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. 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. 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.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths coordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, four-figure grid references. 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 technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. 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 technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. 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 technologies.
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Vocabulary						
Foundation stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Town, village, country, river, house, street, shop, church, school, map, weather, season, North, South.	City, factory, farm, office, landmark, palace, tower, lake, aerial photograph, road sign, office, supermarket, post office, address, post code, urban, rural, transport, North, South, East, West.	Sea, ocean, harbour, port, beach, island, cliff, coast, capital city, North pole, South pole, Equator, continent, map, symbol, rainforest, deforestation, extinction, canopy, destruction, endangered, environment, aerial photograph.	E a r t h q u a k e , v o l c a n o , t s u n a m i , e r u p t i o n , a f t e	Biome, vegetation, belt, climate, land use, food production, Tropic of Cancer, Tropic of Capricorn, water cycle, fair trade, hill, mountain, peak, valley, cliff, ridge, plateau, summit, terrain, range, American state, tribe, national park, landmark, North, East, South, West, North East, North West, South East, South West, grid reference	Estuary, mouth, source, meander, waterfall, erosion, deposition, tributary, ox, bow, lake, delta, stream, spring, confluence, flood, plain, upper course, middle course, lower course, reservoir, dam, flooding, tourism, conservation, industry, Ordnance Survey, Amazon, rainforest, Andes, mountains, inhabitant, population.	E st u a r y, m o u t h , s o u r c e, m e a n d e r, w a t e r f a l l, e r o s i o n , d
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				r s h o c k , m a g m a , l a v a , d o r m a n t , e x t i n c t , a c t i v e			e p o s i t i o n , t r i b u t a r y, o x, b o w , l a k e, d e l t a, s t r e a m , s p r i n g,
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				s e t t l e m e n t , l a n d u s e , r e s o u r c e s , h u m a n f e a t u r			r v a t i o n , i n d u s t r y, O r d n a n c e S u r v e y, A m a z o n , r a i n f o
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