



Progression Grid

Geography

2023-2024

National Curriculum Area: Locational Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery:</p>	<p>Understand where their classroom is located within school.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</p>	<p>Understand where their school is located within the local area.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Locate the UK on a world map.</p> <p>Name and locate counties and cities of the United Kingdom, their identifying human and physical characteristics, key topographical features including hills, mountains and rivers.</p> <p>Locate the world's countries, using maps to focus on Europe.</p> <p>Use the terms: equator and latitude and identify their positions and significance.</p>	<p>Locate the world's countries, using maps to focus on Europe and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Use the term latitude and start to identify the position and significance of longitude and time zones (Greenwich/Prime Meridian)</p>	<p>Locate the world's countries, using maps to focus on North and South America, concentrating on its environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Confidently identify the positions and significance of latitude, longitude, Equator, Prime/Greenwich Meridian and the Equator.</p>	<p>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.</p> <p>Locate Europe and its key human and physical characteristics.</p> <p>Identify and locate Europe's major cities.</p>
<p>Reception:</p> <p>Draw information from a simple map. <i>[Understanding the World]</i></p>						
<p>ELG:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>[People, Culture and Communities]</i></p>						

Subject Lead: Mr Lymath



Progression Grid

Geography

2023-2024

National Curriculum Area: Place Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs. <i>[Understanding the World]</i></p>	<p>Know their classroom and school environment.</p>	<p>Become increasingly familiar with their immediate world beyond school.</p>	<p>Begin to understand geographical similarities and differences through the study of human and physical geography of regions within the United Kingdom and between the UK and continent of Europe and the wider world</p>	<p>Increase understanding of geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom e.g. Cardiff & London and cities on the Rhine and Mediterranean</p>	<p>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>
<p>Reception: Recognise some similarities and differences between life in this country and life in other countries. <i>[Understanding the world]</i></p> <p>Recognise some environments that are different to the one in which they live. <i>[Understanding the world]</i></p>		<p>Start to reason about what they like and don't like about their local area and suggest what could be changed?</p>	<p>e.g. River Indus / River Severn, mountainous regions and mountain ranges, Cardiff & London, Mediterranean</p>			
<p>ELG: Describe their local environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on experiences and what has been read in class. <i>[People, Culture and Communities]</i></p>		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Speke) and of a small area in a contrasting non-European country.</p>				

Subject Lead: Mr Lymath



Progression Grid
Geography
2023-2024

National Curriculum Area: Human and Physical Geography						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery: Use all their senses in hands on exploration of natural materials. <i>[Understanding the World]</i></p>	<p>With support start to recognise some human and physical features.</p>	<p>Start to quickly recognise human and physical features of the places studied.</p>	<p>Describe and understand key aspects of physical geography, including climate zones and biomes, rivers, mountains, volcanoes and the water cycle.</p>	<p>Describe and understand key aspects of physical geography, including climate zones, rivers (Amazon river), earthquakes</p>	<p>Describe and understand aspects of human geography, including land use, trade links, and the distribution of natural resources including energy and food.</p>	<p>Describe and understand key aspects of the distribution of natural resources including energy, minerals and water.</p>
<p>Reception: Recognise some similarities and differences between life in this country and life in other countries. <i>[Understanding the World]</i> Explore the natural world around them. <i>[Understanding the World]</i> Begin to understand the need to respect and care for the natural environment and all living things. <i>[Understanding the World]</i> Recognise some environments that are different to the one in which they live. <i>[Understanding the World]</i> Understand some important processes and effects of changing seasons on the natural world around them. <i>[The Natural World]</i></p>	<p>Identify seasonal and daily weather patterns in the United Kingdom <i>[Science: Autumn & Summer]</i></p> <p>With support use basic geographical vocabulary to refer to key human and physical features to describe areas studied.</p>	<p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key human and physical features to describe areas studied.</p>	<p>Describe and understand aspects of human geography, including types of settlement and land use and the distribution of natural resources including water and food.</p>	<p>Describe and understand aspects of human geography, including types of settlement and land use, and the distribution of natural resources including food and water.</p>		
<p>ELG: Understand some important processes and changes in the natural world around them, including the seasons. Know some similarities and differences between the natural world around them and contrasting environments.</p>						

Subject Lead: Mr Lymath



Progression Grid

Geography

2023-2024

National Curriculum Area: Geographical Skills and Fieldwork including enquiry						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery: Understand position through words alone. <i>[Mathematics]</i></p> <p>Describe a familiar route. <i>[Mathematics]</i></p> <p>Discuss routes and locations using words like 'in front of' and 'behind'. <i>[Mathematics]</i></p>	<p>Become familiar with maps, globes and street maps.</p> <p>Start to understand and interpret aerial photographs and simple plan perspectives.</p> <p>Use basic directional and locational language to describe the location of features.</p> <p>Create a simple plan of the classroom/school grounds and label key features/landmarks.</p> <p>Use simple fieldwork and</p>	<p>Plan a short route on an OS map of the local area.</p> <p>Devise a simple map or plan, using basic OS symbols in a key.</p> <p>With support use world maps, atlases and globes more accurately to identify the countries, continents and oceans studied.</p> <p>Extend the idea of a map beyond the classroom, to the school grounds and the immediate local area.</p>	<p>With support, use and interpret ground, aerial/satellite photos, thematic, world and country maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Confidently use the four points of a compass to build their knowledge of the United Kingdom and the wider world.</p> <p>Begin to understand</p>	<p>Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the four points confidently and are increasingly aware of the eight compass points, using these when describing where places are located.</p> <p>Start to have a simple understanding of the geographical concept of scale.</p> <p>Use simple four figure grid references</p>	<p>Use maps, atlases, globes and digital /computer mapping to locate countries and describe features studied.</p> <p>Show a good knowledge of most of the common OS map symbols.</p> <p>Start to use six figure grid references with increasing accuracy when referring to OS maps of an areas studied.</p> <p>Have an increasing understanding of</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass accurately to build their knowledge of the U.K and the wider world.</p> <p>Use six figure grid references accurately and confidently.</p> <p>Make independent choices about enquiries.</p>
<p>Reception: Draw information from a simple map. <i>[Understanding the World]</i></p>						

Subject Lead: Mr Lymath



Progression Grid

Geography

2023-2024

<p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>[People, Culture and Communities]</i></p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on experiences and what has been read in class. <i>[People, Culture and Communities]</i></p>	<p>observational skills to study the geography of the school and its grounds and the key human and physical features.</p> <p>With support use world maps, atlases and globes more accurately to identify the United Kingdom and its countries.</p>	<p>Understand and interpret aerial photographs and simple plan perspectives.</p> <p>Use simple compass directions (North, South, East and West) with some confidence to give directions.</p> <p>Use simple fieldwork and observational skills to study the geography of the local area and the key human and physical features.</p>	<p>contour lines on a map.</p> <p>With support, use and interpret geographical data to answer geographical questions.</p>	<p>symbols and key with increasing accuracy when using OS maps of an area studied.</p> <p>Start to independently interpret geographical data (the census) and begin to ask and answer ethical questions, values and attitudes.</p>	<p>the geographical concept of scale.</p> <p>Start to make choices about enquiries with some support.</p> <p>Start to plan and conduct fieldwork tasks accurately and safely with support.</p>	<p>Independently interpret geographical data and ask and answer ethical questions, values and attitudes.</p> <p>Plan and conduct fieldwork tasks accurately and safely and with increasing independence 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>
---	--	---	---	---	--	---