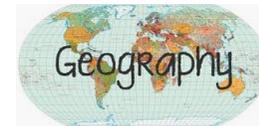
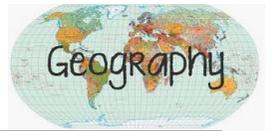




Geography Curriculum Progression EYFS to Year 6

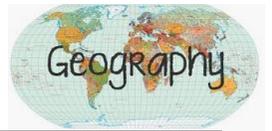


Provision	Emerging - Nursery	Developing – Nursery/Year R	Extending - Year R	Bridge to KS1 – Year R	KS1 skills progression
<p><u>Geography</u> <u>People, culture</u> <u>and</u> <u>communities</u></p>	<ul style="list-style-type: none"> • Beginning to talk about their immediate family naming members of their family and pets. • Can briefly talk about some members of their family and make connections between the features of their family and other families e.g. headscarves, hair, skin tone • Notice difference between people. 	<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people. • Know there are different countries in the world and talk about what they have experienced or seen in books and photos. • Shows an interest in different occupations (nurse, doctor, police, fire...) • Is able to discuss different occupations of family members. • Knows what a map is used for. 	<ul style="list-style-type: none"> • Know that we live in Chester which is in England. • Talks about a wider range of occupations (electrician, plumber etc). • Identifies features on a simple map (trees, house, river, mountain). 	<ul style="list-style-type: none"> • Make maps from stories. • Follow simple maps in play and create their own • Can briefly explain the difference between human and physical features. 	<ul style="list-style-type: none"> • 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 • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and



Geography Curriculum Progression EYFS to Year 6

					right], to describe the location of features and routes on a map
<u>Geography</u> <u>The Natural World</u>	<ul style="list-style-type: none">• Explore and respond to different natural phenomena in their setting and on trips.• Explore natural materials, indoors and outside.• Encourage children to bring natural materials into the setting, such as leaves and conkers picked up from the pavement or park during the different seasons.	<ul style="list-style-type: none">• Talk about what they see, using a wide vocabulary.• Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.	<ul style="list-style-type: none">• Recognise elements of their environment that are manmade and natural• Talk about how some environments are different from the one in which they live drawing on knowledge from non-fiction books which show contrasting environments.	<ul style="list-style-type: none">• Know where they live• Know how they travel to school• Talk about some of the differences they notice when they are in different places• Talk about places when looking at books and watching tv/videos• Talking about places they have been to• Talk about places in stories• Using language that relates to place.• Ask simple questions about locations using visual stimuli's	<u>Geography</u> <u>Locational knowledge</u> <ul style="list-style-type: none">• 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 <u>Place knowledge</u> <ul style="list-style-type: none">• 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-



Geography Curriculum Progression EYFS to Year 6

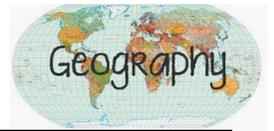
				<ul style="list-style-type: none">• Experience and explore a range of maps.• Observe, describe and discuss the weather day to day.	<p>European country Human and physical geography</p> <ul style="list-style-type: none">• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
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	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Geography Curriculum Progression EYFS to Year 6

<p>Locational Knowledge</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate the world's seven continents and five oceans.</p>	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>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.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>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>
<p>Place Knowledge</p>	<p>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. (Link to China)</p>	<p>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 –(Link to West Kirby).</p>	<p>Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level. (Link with Science – Rocks & Soils)</p>	<p>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 (Link to Ancient Greek Topic)</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. (Link to Maya topic)</p> <p>Compare the various Scandinavian countries and their location on a map (Links to Anglo-Saxons & Vikings)</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. e.g. Possible link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.</p>
<p>Human & Physical Geography</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of 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:</p> <ul style="list-style-type: none"> key physical features, including: forest, hill, mountain, soil, valley, vegetation. key human features, including: city, town, village, factory, farm, house, office. 	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: parks, fields, 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 	<p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p> <p>Human geography including trade links in the Pre-roman and Roman era – Edgar's Field</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and Rest of the World Fair/unfair distribution of resources (Fairtrade). Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy and the water cycle.</p>



Geography Curriculum Progression EYFS to Year 6

<p>Geographical Skills & Field work</p>	<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>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.</p> <p>Use simple observational skills to study the geography and its grounds.</p> <p>Use simple maps of the local area. E.g. large scale, pictorial.</p> <p>Use locational and directional language. E.g. near and far, left and right. Make simple maps and plans, e.g. pictorial, place and story</p>	<p>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.</p> <p>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.</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 at this key stage.</p>	<p>I can ask geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), 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</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>Begin to analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps with more complex keys, plans and graphs, and digital technologies.</p> <p>Understand and use a widening range of geographical terms.</p>	<p>Use more complex and detailed maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass six-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.</p> <p>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.</p> <p>Understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>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.</p> <p>Understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links.</p>
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