

# SUBJECT PROGRESSION: GEOGRAPHY



Locational knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>UTW - The World (ELG) Children 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> <p>PD – Health and Self Care (ELG) Children talk about ways to keep healthy and safe.</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>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</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>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).</p>	<p>Locate main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban. LK3:</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.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>			
Place knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know the country and city in which we live</p> <p>Name one or two contrasting countries in the world and why they are different or similar</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</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, and a region within North or South America.</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, and a region within North/South America</p>			

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Human and physical geography						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Discuss the 4 seasons and weather associated with these. Choose outfits best suited for weather in each season and reasons why</p> <p>Describe human features including; street furniture; house, pavement, road, bus stop, post box, lamp post, traffic light, shop etc.</p> <p>Describe physical features including; field, river, sea, season, weather, beach, forest, wood, desert, polar region</p>	<p>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 use basic geographical vocabulary to refer to:</p> <p>Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>		<p>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, Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Physical geography including volcanoes and earthquakes.</p> <p>Distribution of natural resources</p>	

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Geographical skills and fieldwork						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a map to identify where the British Isles are, a hot setting, a cold setting, and where the oceans are.</p> <p>Go on a local walk, find, record, and discuss human features such as street furniture.</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>Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map</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 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>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>			
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>England, George Dixon, Birmingham, Home, Street house, pavement, road, bus stop, post box, lamp post, traffic light, shop, field, river, sea, season, weather, beach, forest</p>	<p>Previous list +</p> <p>Place, North, South, East, West, Map Land, Sea, Address Earth, Town, City, Continent Capital, Compass, Atlas Ocean, Sea, Landscape Equator, Polar, Desert, Tropical Grassland, woods, desert, polar region</p>	<p>Previous list +</p> <p>Location, Landscape, Settlement, Hamlet, Village, River, Stream, Man-made, Natural (8 compass points), Hemisphere, Latitude Longitude, Population, Grid reference Physical/Human features, Erosion, Agricultural</p>	<p>Previous list +</p> <p>Relative, Location, Topography, Greenwich Meantime, Biome, Tundra, Coniferous, Deciduous, Agriculture, Arable, Pastoral, Crops, Livestock, Demographic, Migration Republic, Archipelago, Topography Tourism, Economic, Deforestation Fossil fuel, Distribution</p>			

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