

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>LOCATIONAL KNOWLEDGE</b>							
<b>1</b> The World	Talk about countries I have visited  Begin to compare life in my country with life in other countries.	Name the world's seven continents and locate them on a map or globe.	Name the world's seven continents and locate them on a map or globe and describe a few characteristics of each (e.g. size, weather, wildlife etc.)	Name and locate the countries (and continents) I have studied on a map or globe and discuss some physical and human characteristics of each.	Name and locate the countries (and continents) I have studied on a map or globe identifying the key physical and human characteristics of each.	Name and locate the countries and major cities of the world I have studied on a map or globe identifying some of their environmental regions and key physical and human characteristics.	Name and locate the countries and major cities of the world I have studied on a map or globe identifying their environmental regions and key physical and human characteristics.
	Identify oceans on a map. Describe oceans.	Name the world's five oceans and locate them on a map or globe.	Name the world's five oceans and locate them on a map or globe and describe the size, surrounding continents and wildlife.				
<b>2</b> The United Kingdom	Name my town. Name the country that I live in.	Name and locate the four countries of the UK and its surrounding seas; know one human or physical characteristic of each country.	Name and locate the four countries of the UK and its surrounding seas; identify human and physical characteristics of each country.	Name and locate counties and cities of the United Kingdom linked to areas I have studied and locate at least one of their identifying physical and human feature.	Name and locate counties and cities of the United Kingdom and locate their identifying key physical and human features.	Name and locate counties, cities and geographical regions of the United Kingdom studied, explaining the presence of key human and physical characteristics and land-use patterns.	Name and locate counties, cities and geographical regions of the United Kingdom studied, explaining the presence of key human and physical characteristics and land-use patterns; understand how some of these features have changed over time.
	Name and talk about the capital city of England.	Name the capital cities of England, Wales, Scotland and Ireland and locate them on a map of the UK.	Name the capital cities of England, Wales, Scotland and Ireland and locate them on a map with accuracy in relation to other key features (e.g. coast, rivers, borders etc.)				
<b>3</b> Latitude and Longitude	Identify that I live on planet Earth.	Know the Earth is spherical and locate the North and South Pole and Equator on a map or globe.	Locate the North and South poles and the Equator on a map or globe and identify which continents and oceans runs through the equator.	Identify the Northern and Southern Hemispheres and positions of latitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Identify the Northern and Southern Hemispheres and positions and significance of latitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Identify the position and significance of latitude and longitude, and the significance of rotation of the earth causing day and night.	Identify the position and significance of latitude and longitude, the significance of Prime/Greenwich Meridian and the need for time zones.
<b>PLACE KNOWLEDGE</b>							
<b>4</b>	Make observations about their local environment e.g park, school, home.  Observe features in environment by pointing/looking closely & name simple features e.g. trees, ground, wall, grass, road	Describe how the physical geography of a place in the UK and a place outside Europe are similar and different ( <i>e.g. what the land looks like, where people choose to live</i> )	Describe how the physical geography of a small area in the UK and a small area in a contrasting place outside of Europe are similar and different and explain the reasons why this might be ( <i>e.g. the weather, location to the Equator, Poles etc.</i> )	Identify and describe human and physical geographical similarities and differences between a region of the United Kingdom, a region in a European country and a region within North America.		Identify and explain the causes of human and physical geographical similarities and differences between a region of the United Kingdom, a region in a European country and a region within North and South America.	
	Begin to compare features of different environments e.g. park compared to house  Begin using some descriptive vocabulary to	Describe how the human geography of a place in the UK and a place outside Europe are similar and different ( <i>e.g. explain how jobs, houses or clothes might be different</i> ).	Describe how the human geography of a small area in the UK and a small area in a contrasting place outside of Europe are similar and different and explain the reasons why this might be				

	describe features e.g. tall tree, long wall		<i>(e.g. the weather, building materials, job choices etc.)</i>				
<b>HUMAN &amp; PHYSICAL FEATURES AND PROCESSES</b>							
<b>5</b>	Begin to notice the difference between hot and cold seasons e.g hot, cold, sunny, cloudy	Name the four seasons of the year and identify seasonal weather patterns.	Identify seasonal and daily weather patterns in the United Kingdom.	Identify and discuss key aspects of climate zones and weather patterns in relation to the countries studied.	Identify and discuss key aspects of climate zones and weather patterns in relation to the countries studied and use this to explain their influence on land use patterns.	Identify and explain the key aspects of biomes and vegetation belts across the world and use this to explain their influence on types of settlement and land use patterns.	Identify and explain the key aspects of biomes and vegetation belts across the world and use this to explain their influence on types of settlement, land use patterns and distribution of natural resources.
	Use simple vocabulary talk about the weather e.g cold, hot, wet, snow	Use the Equator and North and South Poles to identify hot and cold areas of the world.	Identify and explain the hot and cold areas of the world in relation to the Equator and North and South Poles.				
<b>6</b>	Use basic geographical vocabulary such as tree, sky, grass, sea, forest, river, beach  Use words like big and small to describe the things around me	Sort key features of a place into physical features and human features and explain the difference between them.	Identify a key physical features of a place from an aerial photograph or picture using basic geographical vocabulary <i>(e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather).</i>	Explain how volcanoes and earthquakes and created and consider how the location of these affects the settlement and land use patterns. <i>(e.g. why do people locate in areas with tectonic activity?)</i>	Describe how mountains are formed and explain their influence on settlements, land use and the distribution of natural resources (e.g. energy, food, mineral and water).		
	Use basic geographical vocabulary such as house, school, shop, car park, cinema, cafe, airport, train station		Identify a key human features of a place from an aerial photograph or picture using basic geographical vocabulary <i>(e.g. city, town, village, factory, farm, house, office, port, harbour and shop).</i>				
<b>GEOGRAPHICAL SKILLS</b>							
<b>8</b> Using Maps	Begin to identify the United Kingdom on a map, and with support identify Manchester.	Use UK, world maps and globes to locate the United Kingdom and its countries.	Use a range of world and United Kingdom maps including globes and atlases to find the countries, continents and oceans studied.	Use an atlas with independence by using the index to find places.	Use an atlas and digital/computing mapping with independence to find countries, cities and world landmarks.	Begin to use atlases to find out other information (e.g. temperature).	Use atlases to find out a range of data about other places.
<b>9</b> Using Maps	Show an interest in atlases, mat maps, road maps, treasure maps and Google Earth.  Use a simple map with the Beebots  Follow one step positional instructions e.g. stand up, sit down, under the table, through the door, stand next to etc.	Use locational and directional language such as near and far, up and down, left and right, forwards and backwards to describe the location of features and routes on a map.	Use simple compass directions (North, South, East, West) to describe the location of features and routes on a map.	Use the four points of a compass, and letter/number co-ordinates to identify features on a map.	Use the eight points of a compass and four-figure grid references to identify features on a map.	Use the eight points of a compass and six- figure grid references to locate features on a map; describe the use of lines of longitude and latitude on maps.	Use lines of longitude and latitude on maps and globes.

## Geography Progression Map

<b>10</b> <b>Using Maps</b>	Use small world figures to play on large map mats and see the difference between land and sea	Use aerial photographs and maps to identify features.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Understand a simple key and recognise a few basic symbols in maps.	Understand symbols and key on a range of simple maps.	Understand symbols and key on Ordnance Survey maps to build knowledge of the UK.	Understand a range of symbols and key on Ordnance Survey maps to build knowledge of the UK and wider world.
<b>11</b> <b>Making Maps</b>	Begin to make marks to represent home  Begin to make marks to represent journeys e.g in car play on car mats	Draw basic maps, including appropriate symbols and pictures to represent places or features.	Draw or make a map of real or imaginary places and use and construct basic symbols in a key.	Draw a sketch map of a familiar locality including basic symbols in a key.	Draw a sketch map including symbols and a key.	Draw a variety of sketch and thematic maps based on their own data.	Draw a variety of sketch and thematic maps of increasing complexity based on their own data.
<b>GEOGRAPHY FIELDWORK</b>							
<b>12</b> <b>Gather Information</b>	Make observations on local trips about what I see, naming features e.g cars, house, road, shop	Use basic observational skills to study the geography of the school and identify the key human and physical features.	Use basic observational skills to study the geography of the school and the surrounding environment and identify the key human and physical features.	Use observational skills and pro-formas (e.g. tally surveys) to collect data to study the human and physical features in the local area.	Use observational and recording methods to identify the human and physical features in the local area and present this data.	Use sketch maps, plans, graphs and digital technology to observe, measure and record the human and physical features in the local area.	Select appropriate methods for data collection on the human and physical features in the local area and effectively present this data.
<b>13</b> <b>Gather Information</b>	Begin to talk about and ask questions about the area I live in.	Ask and respond to basic geographical questions.	Ask a familiar person prepared questions and respond to the findings.	Ask geographical questions based on the data collected.	Ask geographical questions based on the data collected and investigate further through speaking to people in the local environment.	Plan and conduct interviews with members of the local community and respond to the findings.	Evaluate the quality of evidence collected and suggest improvements.
<b>14</b> <b>Sketching</b>		Add labels onto a sketch map, map or photograph of features.	Create plans and draw simple features in their familiar environment.	Draw an annotated sketch from observations in familiar and unfamiliar locations.	Draw an annotated sketch from observations including descriptive / explanatory labels and indicating direction.	Use sketches as evidence in an investigation. Annotate sketches to describe and explain geographical processes and patterns.	Evaluate their sketch against set criteria and improve it with further accuracy.