

Progression in Geography							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b>	Map, direction, above, below, next to, opposite, beside, near, far, similar, same, different, Sheffield, Wisewood, England	Town, city, capital, country, sea, atlas, globe, further, closer, left, right, human, physical, environment	Continent, ocean, compass, north, south, east, west, route, landmark, symbol, equator, polar	Aerial, oblique, scale, key, county, topographical, Northern hemisphere, Southern hemisphere, co-ordinates, region, geology	North-west, North-east, South-west, South-East, 8 point compass, ordnance survey (OS) map, Arctic circle, Antarctic circle, local, national, global, climate change, global warming	Thematic, climate zones, social, economic, political, land use patterns, settlements, 4-figure coordinates	Latitude, longitude, times zones, Greenwich meridian, tropic of cancer and Capricorn, Biomes, vegetation belts, 6-figure coordinates
<b>Geographical Skills and Fieldwork (map work and describing position)</b>	Understand what a map is. Look at different types of maps – possibly related to stories and imaginary places	Use world maps, atlases and globes to identify the United Kingdom, its countries and surrounding seas.  Use locational and	Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage  Use directional language as well as starting	Use large scale OS maps.  Begin to use map sites on internet.  Begin to use junior atlases.  Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps. Use junior atlases.  Use map sites on internet.  Identify features on aerial/oblique photographs.  Use 8 compass points;	Use index and contents page within atlases.  Use medium scale land ranger OS maps.  Use 8 compass points  confidently Use 4 figure coordinates to	Use OS maps.  Confidently use an atlas.  Recognise world map as a flattened globe.  Use 8 compass points  confidently and accurately;

		<p>directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<p>to use the four compass points (NSEW) to describe the location of features and routes on a map.</p> <p>Use aerial photographs 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 key human and physical features of their</p>	<p>Use 4 compass points confidently to follow/give directions: Use letter/no. co-ordinates to locate features on a map.</p> <p>Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.</p> <p>Know why a key is needed. Use standard symbols.</p> <p>Locate places on larger scale maps e.g. map of Europe. Follow a route</p>	<p>Use 4 compass points confidently to follow/give directions: Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Make a more accurate map of a short route experienced, with features in correct order; Make a simple scale drawing.</p> <p>Know why a key is needed. Begin to recognise symbols on an OS map.</p> <p>Locate places on large scale maps, (e.g. Find UK or Russia on globe) Follow a route on a</p>	<p>Use letter/no. co-ordinates to locate features on a map.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key;</p> <p>Use/recognise OS map symbols.</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p>	<p>locate features on a map.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key;</p> <p>Use/recognise OS map symbols.</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Describe features shown on OS map.</p>
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			surrounding environment.	on a map with some accuracy. (e.g. whilst orienteering)	large scale map.	Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Locate places on a world map.  Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
<b>Geographical Skills and Fieldwork (Geographical enquiry )</b>	Make observations and talk about the features of their own immediate environment and how environments might vary from one another	Use simple fieldwork and observational skills to study the geography of their school and its grounds  Teacher led enquiries, to ask and respond to simple closed questions.	Use simple fieldwork and observational skills to study the key human and physical features of their surrounding environment.  Children encouraged to ask	Begin to ask/initiate geographical questions.  Use NF books, stories, atlases, pictures/photos and internet as sources of information.  Investigate places and themes at	Ask and respond to questions and offer their own ideas.  Extend to satellite images, aerial photographs Investigate places and themes at more than one scale	Begin to suggest questions for investigating  Begin to use primary and secondary sources of evidence in their investigations.  Investigate places with more emphasis on the larger	Suggest questions for investigating  Use primary and secondary sources of evidence in their investigations.  Investigate places with more emphasis on the larger

		<p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school</p>	<p>simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>more than one scale</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p>	<p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/picture s/ maps</p>	<p>more emphasis on the larger scale; contrasting places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>	<p>scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>
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<b>Locational Knowledge</b>	<p>Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>UK's countries, capitals and seas.</p>	<p>Name and locate the 7 continents and 5 oceans (including Equator)</p>	<p>Name and locate some counties and cities of the United Kingdom, and key topographical features (including hills, mountains, coasts and rivers)</p> <p>Equator and Northern and Southern Hemisphere – linked to volcanoes. Where are volcanoes located on earth?</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Significance of Arctic and Antarctic circle – linked to climate change</p>	<p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Focus on land use patterns and how aspects of this have changed over time (anglo Saxons/Vikings )</p>	<p>Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Prime/Greenwich meridian and time zones – link to world topic</p> <p>Latitude and longitude – tropic of cancer and Capricorn – linked to rainforests. Most rainforests between the tropic of</p>
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<b>Human and Physical</b>	<p>Begin to understand simple symbols on a map.</p> <p>Children know that the environment and living things are influenced by human activity</p>	<p>identify seasonal and daily weather patterns in the United Kingdom</p> <p>Physical features: soil, season and weather</p> <p>Key human features, including: city, house, office, and shop</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>Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation,</p> <p>key human features, including: city, town, village, factory, farm, port, harbour.</p>	<p>Volcanoes, earthquakes, rocks and soils</p>	<p>Water cycle – how has the water cycle been affected by climate change?</p>	<p>Climate zones within America</p> <p>Choose country – look at physical/human features and make links.</p> <p>Types of settlement and land use – Anglo Saxons, Vikings</p>	<p>Social, Economic, Environmental Political</p> <p>Biomes and vegetation belts – Linked to rainforests</p>

<b>Place Knowledge</b>	In relation to their home and immediate area ( school and home)	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	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 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	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America	Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America	Understand geographical similarities and differences through the study of human and physical geography of 3 different contrasting regions across the globe
						Culture/religion/personality/current news and events	How is a place and how people live their lives in it affected by national and international events e.g. war, disease?