



Geography Curriculum Progression

	<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Knowledge The UK and local area</i>	<p>I know the name of where I live</p> <p>I can describe the place I live</p> <p>I can identify some of the features of my environment – farm, garage.</p>	<p>I can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom.</p> <p>I can know about the local area and name key landmarks</p>	<p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</p> <p>I can know about the local area, and name and locate key landmarks.</p>	<p>I can describe where the UK is located, and name and locate its four countries and some counties; locate where I live in the UK.</p> <p>I can locate and describe some human and physical characteristics of the UK.</p>	<p>I can describe where the UK is located, and name and locate some major urban areas; locate where I live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</p>	<p>I can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.</p> <p>I can locate the UK's regions and major cities.</p>	<p>I can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</p> <p>I can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>I can recognise broad land-use patterns of the UK.</p>
<i>Knowledge The world and continents</i>	<p>I can make comments and ask questions about aspects of the world that is familiar to them.</p>	<p>I can recognise and name some continents and oceans on a globe or atlas.</p>	<p>I can name and locate the seven continents and five oceans on a globe or atlas.</p>	<p>I can locate countries in Europe and North and South America on a map or atlas.</p> <p>I can describe some European and North and South American cities using an atlas.</p> <p>I can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and</p>	<p>I can locate some countries in Europe and North and South America on a map or atlas.</p> <p>I can relate continent, country, state, city.</p> <p>I can identify states in North America using a map.</p> <p>I can identify the position of the Prime/Greenwich</p>	<p>I can locate some major cities and countries of Europe and North and South America on physical and political maps.</p> <p>I can describe some key physical and human characteristics of Europe and North and South America.</p> <p>I can locate places studied in relation to</p>	<p>I can locate cities, countries and regions of Europe and North and South America on physical and political maps.</p> <p>I can describe key physical and human characteristics and environmental regions of Europe and North and South America.</p>

				Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.	Meridian and understand the significance of latitude and longitude	the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.	I can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.
<i>Understanding Physical themes</i>		<p>I can talk about the day-to-day weather and some of the features of the seasons in their locality.</p> <p>I can show awareness that the weather may vary in different parts of the UK and in different parts of the world.</p> <p>I can talk about a natural environment, naming its features using some key vocabulary.</p>	<p>I can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>I can describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</p> <p>I can recognise a natural environment and describe it using key vocabulary</p>	<p>I can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.</p> <p>I can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.</p> <p>I can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains</p>	<p>I can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>I can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>I can describe and understand key physical aspects of earthquakes and volcanoes.</p>	<p>I can understand that climate and vegetation are connected.</p> <p>I can understand that animals and plants are adapted to the climate.</p> <p>I can understand our food is grown in many different countries because of their climate.</p> <p>I can describe some key physical processes and the resulting landscape features</p> <p>I can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>I can describe the water cycle in sequence, using appropriate</p>	<p>I can understand how climate and vegetation are connected in biomes.</p> <p>I can describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>I can understand how food production is influenced by climate.</p> <p>I can describe and understand a range of key physical processes and the resulting landscape features.</p> <p>I can understand how a mountain region was formed</p>

						vocabulary, and name some of the processes associated with rivers and mountains.	
<i>Understanding Human Themes</i>		I can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.	I can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.	I can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. I can recognise features and some activities that occur in different settlements using a range of key vocabulary. I can recognise the main land uses within urban areas and the key characteristics of rural areas.	I can identify and sequence a range of settlement sizes from a village to a city. I can describe the characteristics of settlements with different functions. I can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.	I can know and understand what life is like in cities and in villages. I can know the journey of how one product gets into their home in detail. I can describe some renewable and non-renewable energy sources. I can describe different types of industry currently in the local area. I can know where some of our main natural resources come from.	I can know and understand what life is like in cities and in villages and in a range of settlement sizes. I can understand that products we use are imported as well as locally produced. I can explain how the types of industry in the area have changed over time. I can understand where our energy and natural resources come from
<i>Understanding places and connections</i>		I can make observations about, and describe, the local area. I can describe an aspect of the physical and human geography of a distant place. I can show awareness of my locality and identify one or two ways it is different	I can make observations about, and describe, the local area and its physical and human geography. I can describe the physical and human geography of a distant place. I can describe their locality and how it is different and similar to the distant place.	I can understand the basic physical and human geography of the UK and its contrasting human and physical environments. I can recognise that some regions are different from others. I can recognise that there are physical and human differences	I can understand the physical and human geography of the UK and its contrasting human and physical environments. I can explain why some regions are different from others. I can describe and compare similarities and differences between some regions in Europe and	I can understand how a region has changed. I can know and share information about a European region and a region in North or South America, and understand why a region is unique. I can know information about a region of Europe and North or South America, its physical	I can understand how a region has changed and how it is different from another region of the UK. I can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity.

		and similar to the distant place.		<p>within countries and continents.</p> <p>I can show awareness of the physical and human characteristics of a European region and a region in North or South America.</p> <p>I can describe how some physical processes can cause hazards to people.</p> <p>I can recognise that there are advantages and disadvantages of living in certain environments.</p>	<p>North or South America.</p> <p>I can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special.</p> <p>I can understand how physical processes can cause hazards to people.</p> <p>I can describe some advantages and disadvantages of living in hazard-prone areas.</p>	<p>environment and climate, and economic activity.</p>	<p>I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>I can understand how human activity is influenced by climate and weather.</p> <p>I can understand hazards from physical environments</p> <p>I can explain several threats to wildlife/habitats.</p>
<i>Skills and Enquiry Map and atlas work</i>		<p>I can use a world map, atlas or globe to recognise and name some continents and oceans.</p> <p>I can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom.</p> <p>I can locate places on a map of the local area using locational and directional language</p>	<p>I can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>I can use a UK map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>I can describe a journey on a map of the local area using simple compass directions and</p>	<p>I can use a map to identify countries in Europe and/or North and South America.</p> <p>I can use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where I live in the UK.</p> <p>I can use an atlas to locate where I live in the UK and the UK's major urban areas.</p>	<p>I can use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>I can use a map to locate some states of the USA.</p> <p>I can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.</p> <p>I can use four-figure grid references.</p>	<p>I can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America.</p> <p>I can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p>	<p>I can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</p> <p>I can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>I can use thematic maps for specific purposes.</p>

			locational and directional language.	I can use a simple letter and number grid. I can give direction instructions up to four compass points. I can use large-scale maps outside.	I can give direction instructions up to eight compass points. I can adeptly use large-scale maps outside.	I can use four-figure grid references. I can use OS map symbols and atlas symbols. I can use maps at different scales. I can recognise that contours show height.	I can use four-figure, and find six figure, grid references. I can describe height and slope from a map. I can read and compare map scales.
<i>Skills and Enquiry Fieldwork and investigation</i>		I can use aerial photos to identify features of a locality. I can draw a simple map of a journey I have made. I can assist in keeping a weekly weather chart based on first-hand observations using picture symbols. I can locate some features of the school grounds on a base map.	I can use aerial photos to identify physical and human features of a locality. I can draw a simple map with a basic key of places showing landmarks on a journey I have made and correctly locate them on a large-scale map) I can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. I can locate features of the school grounds on a base map.	I can make a simple sketch map. I can present information gathered in fieldwork using a simple graph. I can use digital maps to identify familiar places.	I can make a map of a short route with features in the correct order and in the correct places. I can use the zoom function of a digital map to locate places. I can make a simple scale plan of a room. I can present information gathered in fieldwork using simple graphs.	I can make a sketch map with symbols. I can use digital maps to identify human and physical features. I can present information gathered in fieldwork using simple graphs.	I can make sketch maps of areas using symbols, a key and a scale. I can use digital maps to investigate features of an area. I can present information gathered in fieldwork using a range of graphs
Vocabulary	Near Far Forwards Backwards Spring Summer Autumn Winter Season	Map Aerial Perspective Harbour Coast Symbol Landmark Country Continent	Location Reference Physical feature Human feature Climate equator	Topographic Contours Hemisphere Regional Meander Tropics Poles Urban	Longitude Latitude Climate Economical Trade Resource Rural Settlement State	Migrate Immigrate Contours Renewable resources	Revisit and consolidate all prior vocabulary.

		Ocean			Grid reference		
Aspirational	The curriculum aims to support pupils to learn about the world of work through first -hand experience and engagement with employers. Pupils will expand their knowledge and understanding of the world of work, the types of jobs there are and different career paths. These opportunities will encourage pupils to broaden their horizons, understand what they could achieve and raise aspirations for the future. By engaging with a wide range of professionals, pupils will have a clear understanding of the link between achieving well at school and entering into an interesting job and career that is not bound by social mobility and gender stereotypes.						
	Role play areas encourage children	Visit by a travel agent, recycling officer.	Focus on the job of a meteorologist.		Visit by town planner	Visit from Marine Pilot	Focus on the job of an environmental manager/ advisor
Global Citizenship	Through the geography curriculum, pupils will explore what is meant by globalisation and interdependence. By viewing the world and its human and physical processes from a wide range of different perspectives, the pupils will develop a deeper connection with the world they live in and strive to become a global citizen. The curriculum will encourage pupils to develop an awareness of the wider world and a sense of their own role as a world citizen; respecting and valuing diversity. pupils will be given opportunities to think critically about sustainability encouraging them to be passionately committed to participate in the community at a range of levels, from the local to the global, work with others to make the world a more equitable and sustainable place and take responsibility for their actions.						
Health and Wellbeing	The curriculum will encourage pupils to reflect on how their environmental health is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children will learn to appreciate the impact on health produced by changes to the environment. They will understand the long-term effects climate change will have on the health of the world's population.						