



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>
Locational Knowledge		KS1 Geography National Curriculum 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,		KS2 Geography National Curriculum 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 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 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)			
		I can recognise and name some continents and oceans on a globe or atlas I can name and locate the world's seven continents and five oceans; I can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;	I can locate the world's countries, using maps to focus on North and South America I can locate the world's countries, using maps to focus on North and South America, concentrating on environmental regions and key physical and human characteristics; I can name and locate counties and cities of the United Kingdom and locate where I live. I can name and locate counties and cities of the United Kingdom, and I	I can use maps to locate the world's countries with a focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; I can use maps to locate the world's countries with a focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;			

		<p>I can identify and name some of the key landmarks in my local area. I know about my local area and can name and locate some key landmarks on a map.</p> <p>I can use some key vocabulary to demonstrate knowledge and understanding in this strand I can use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p>can describe where I live using locational terminology.</p> <p>I can identify some human and physical characteristics of the United Kingdom including hills, mountains, rivers and seas. I can identify human and physical characteristics of the United Kingdom including hills, mountains, rivers and seas, and I can say how a place has changed;</p> <p>I can use a globe and atlas to identify the position of the poles, the equator, Northern and Southern Hemisphere. I can locate the tropics of Cancer and Capricorn, arctic and Antarctic Circle. I can 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;</p> <p>I can use some key vocabulary to demonstrate knowledge and understanding in this strand I can use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern</p>	<p>I can name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; I can name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p> <p>I am starting to identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>I can use some key vocabulary to demonstrate knowledge and understanding in this strand. I can use some key vocabulary to demonstrate knowledge and understanding in this strand I can use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude,</p>
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			Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.
Place Knowledge		KS1 Geography National Curriculum 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.	KS2 Geography National Curriculum 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>I am starting to compare the UK with a contrasting country in the world; I can compare the UK with a contrasting country in the world;</p> <p>I can compare a local city/town in the UK with a contrasting city/town in a different country; I can compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p>I can use some key vocabulary to demonstrate knowledge and understanding in this strand: I can use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities,</p>	<p>I understand the terms human and physical geography and I can identify some of these features in a region of the United Kingdom; I can understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</p> <p>I am starting to explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; I can explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;</p> <p>I am starting to understand geographical similarities and differences through the study of</p>	<p>I am starting to understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; I can understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>I can understand some geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; I can understand geographical similarities and differences through the study of physical geography of a</p>

		<p>differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p>	<p>physical geography of a region of the United Kingdom; I can understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</p> <p>I am starting to explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; I can explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;</p> <p>I am starting to use some key vocabulary to demonstrate knowledge and understanding in this strand: I can use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>I can use some key vocabulary to demonstrate knowledge and understanding in this strand: I can use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p>
<p><i>Human and Physical Geography</i></p>		<p>KS1 Geography National Curriculum</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</p>	<p>KS2 Geography National Curriculum</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>describe and understand key aspects 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>I can identify seasonal and daily weather patterns in my locality and know that the weather may be different in different places in the world and know that some locations are hot and cold.</p> <p>I can 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;</p> <p>I am starting to use some basic geographical vocabulary to refer to key physical features</p> <p>I can 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;</p> <p>I am starting to use some basic geographical vocabulary to refer to key human features,</p> <p>I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>I can describe and understand some key aspects of physical geography: I can describe and understand key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</p> <p>I can describe and understand some key aspects of human geography I can describe and understand key aspects of human geography, including: types of settlement and land use;</p> <p>I am starting to use some key vocabulary to demonstrate knowledge and understanding in this strand: I can use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p>I can describe and understand some key aspects of physical geography, I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</p> <p>I can describe and understand some key aspects of human geography, I can describe and understand key aspects of 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>I am starting to use some key vocabulary to demonstrate knowledge and understanding in this strand: I can use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p>
		<p>KS1 Geography National Curriculum</p>	<p>KS2 Geography National Curriculum use maps, atlases, globes and digital/computer mapping to locate countries and</p>	

<p>Geographical Skills and Fieldwork</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 [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3</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>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 Ordnance Survey maps) to build their knowledge of the United Kingdom 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>I can use world maps, atlases and globes to identify some of the continents and oceans; I can use world maps, atlases and globes to identify the countries, continents and oceans;</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate some countries and describe some of the features studied; (*see Human and Physical Geography Section for features listed); I can use maps, atlases, globes and digital/computer mapping to locate countries and describe the features</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied; (*see Human and Physical Geography Section for features listed); I can use maps, atlases, globes and digital/computer mapping to locate a wide range of countries and describe a wide range of features; (*see Human</p>

		<p>I use locational and directional language to describe the location of features and routes on a map; I can use simple compass directions and locational and directional to describe the location of features and routes on a map;</p> <p>I can devise a simple map using a key; I can devise a simple map; and use and construct basic symbols in a key;</p> <p>I can use simple fieldwork and observational skills to study the geography of the local area, I can use simple fieldwork and observational skills to study the geography of the local area, including key human and physical features, using a range of methods;</p> <p>I am starting to use some key vocabulary to demonstrate knowledge and understanding in this strand: I can use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p>studied; (*see Human and Physical Geography Section for features listed);</p> <p>I can use some of the symbols, keys, and am starting to use four-figure grid references (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; I can use a wide range of symbols, keys and can use four-figure grid references (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</p> <p>I am starting to use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; I can use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</p> <p>I am starting to use some key vocabulary to demonstrate knowledge and understanding in this strand: I can use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key,</p>	<p>and Physical Geography Section for features listed);</p> <p>I can use some of the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; I can use all of the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</p> <p>I am beginning to use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; I can use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</p> <p>I am starting to use some key vocabulary to demonstrate knowledge and understanding in this strand: I can use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork,</p>
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				symbol, land use, urban, rural, population, coordinates.		measure, observe, record, map, sketch, graph.	
Vocabulary	Near Far Forwards Backwards Spring Summer Autumn Winter Season	Map Aerial Perspective Harbour Coast Symbol Landmark Country Continent Ocean	Location Reference Physical feature Human feature Climate Equator	Topographic Contours Hemisphere Regional Meander Tropics Poles Urban	Longitude Latitude Climate Economic Trade Resource Rural Settlement State Grid reference	Migrate Immigrate Contours Renewable resources	Revisit and consolidate all prior vocabulary.
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.						