

Geography Curriculum Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Comments and asks questions about aspects of their familiar world such as the place where they live	Talk about the features of their own immediate environment and how environments might vary from one another	<p>Name and locate the 4 countries of the United Kingdom</p> <p>Name and locate the seven continents of the world</p> <p>Name and locate some countries around the world</p>	<p>Recall the 4 countries of the United Kingdom, identify their characteristics, capital cities and their surrounding seas.</p> <p>Recall the seven continents and name some countries from each continent.</p> <p>Name and locate the 5 oceans.</p>	<p>Name the main countries in the Northern Hemisphere and can name and locate capital cities and major rivers.</p> <p>Explain where the 3 main rivers of the world are: Nile, Amazon, Danube</p> <p>Locate, describe and compare coastal environments in the UK</p> <p>Describe longitude and latitude</p> <p>Locate the Equator, Northern and Southern Hemisphere, Tropic of Cancer and Capricorn, North and South Poles and Arctic and Antarctic.</p>	<p>Identify countries in the Northern and Southern Hemispheres in Europe, North and South America and locate them on a map</p> <p>Locate rivers on the world map</p> <p>Describe where the UK is located, using locational terminology and name nearby counties</p> <p>Name and locate the UK's most significant river and mountain environments</p> <p>Locate the prime/ Greenwich Meridian on a globe and world map</p>	<p>Name and locate many of the world's most mountainous regions</p> <p>Locate more unusual rivers across the world and know why they are important</p> <p>Name and locate key topographical features of the UK</p> <p>Begin to locate the tropical temperate and polar climate zones on a globe or map, name examples and have some understanding of them</p>	<p>Confidently use an atlas to locate key deserts in all 7 continents and be able to explain the key features such as cause and size</p> <p>Explain where minerals are found around the world</p> <p>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 vegetations</p> <p>Locate the tropical, temperate and polar climate zones on a globe or a map, name examples and have some understanding of them</p>

<p>Place Knowledge</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live</p>	<p>Children know about similarities and differences in relation to places, objectives, materials and living things</p>	<p>To identify the human and physical geography of our local area.</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 why there are similarities and differences between places- with a focus on a region within the UK</p> <p>Develop an awareness of how places relate to each other- region, town, city, county, hamlet etc.</p>	<p>Understand the wider context of places- region, country</p> <p>Understand why there are physical and human similarities and differences between places within Europe</p>	<p>Compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences</p>	<p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America</p>
<p>Human Knowledge & Physical Knowledge</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Developing an understanding of growth, decay and changes over time</p>	<p>Make observations of animals and plants and explain why some things occur and talk about change.</p> <p>Know about similarities and differences between themselves and other and among families and communities and traditions</p>	<p>Identify the human and physical features of our local area.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Identify the human and physical features of the two localities studied using aerial photographs.</p> <p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles</p>	<p>Use Geographical vocabulary throughout each piece of work</p> <p>Compare and contrast seasonal and daily weather patterns in the United Kingdom and parts of Europe</p>	<p>Use geographical vocabulary correctly and use evidence to explain an answer in more detail</p> <p>Begin to explore weather patterns in parts around the world and relate these to climate zones</p>	<p>Use Geographical vocabulary correctly throughout pieces of work using evidence to explain an answer in more detail</p> <p>Explore and explain weather patterns around the world (continents) and relate these to climate zones, biomes and vegetation zones</p> <p>Explore trade</p> <p>Describe the impact of human geography to physical geography</p>	<p>Use geographical vocabulary correctly throughout pieces of work using evidence to explain an answer in more detail</p> <p>Discuss the impact on climate change</p>

<p>Geographical Skills and Fieldwork</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Developing an understanding of growth, decay and changes over time</p>	<p>Make observations of animals and plants and explain why some things occur and talk about change</p>	<p>To simple fieldwork and observational skills to study the geography of our school, its grounds and the local area.</p> <p>To know and use simple compass directions and locational and directional language.</p> <p>To know where the United Kingdom is on a world map and a globe.</p> <p>To devise a simple map of the local area including local landmarks and basic human and physical features. Use a given key with basic symbols.</p>	<p>To compass directions to describe the location of features and routes on a map</p> <p>To use atlases and world maps to identify the countries, continents and oceans of the world.</p> <p>To devise a simple map including landmarks and basic human and physical features; construct and use basic symbols in a key.</p>	<p>Use a key to locate public services, amenities on a map</p> <p>Use maps, atlases and digital mapping to locate countries and describe features studied.</p> <p>Start to use the eight points of a compass, introduce four—figure grid references, symbols and key to build their knowledge of the United Kingdom.</p> <p>Collect data with a focus on human geography and start to identify links to physical geography</p>	<p>Use maps, atlases, globes and digital mapping to locate countries; identify and describe features studied.</p> <p>Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.).</p> <p>Choose appropriate resources to investigate an aspect of an area. (topic specific)</p>	<p>Identify symbols on OS maps and can begin to use compass points confidently</p> <p>Identify a location using lines of latitude and longitude</p> <p>Research, represent and interpret data regarding extreme weather and climate</p> <p>Start to analyse and draw conclusions about a place, based on a range of statistics</p> <p>Start to use a range of resources to give support to details and opinions of the characteristic features of place.</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, extend to eight-figure grid references, symbols and key to build their knowledge of the United Kingdom</p>	<p>Read OS maps, identify common symbols and use the 8 compass points</p> <p>Use longitude and latitude to identify locations</p> <p>Use fieldwork to create representations of a location</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the wider area using a range of methods, including sketch maps, plans and graphs and digital technologies</p> <p>Introduce the use of quadrants to compare the school and local environment</p>
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