

Progression Map – Geography

EYFS

Understanding the World (People and Communities)

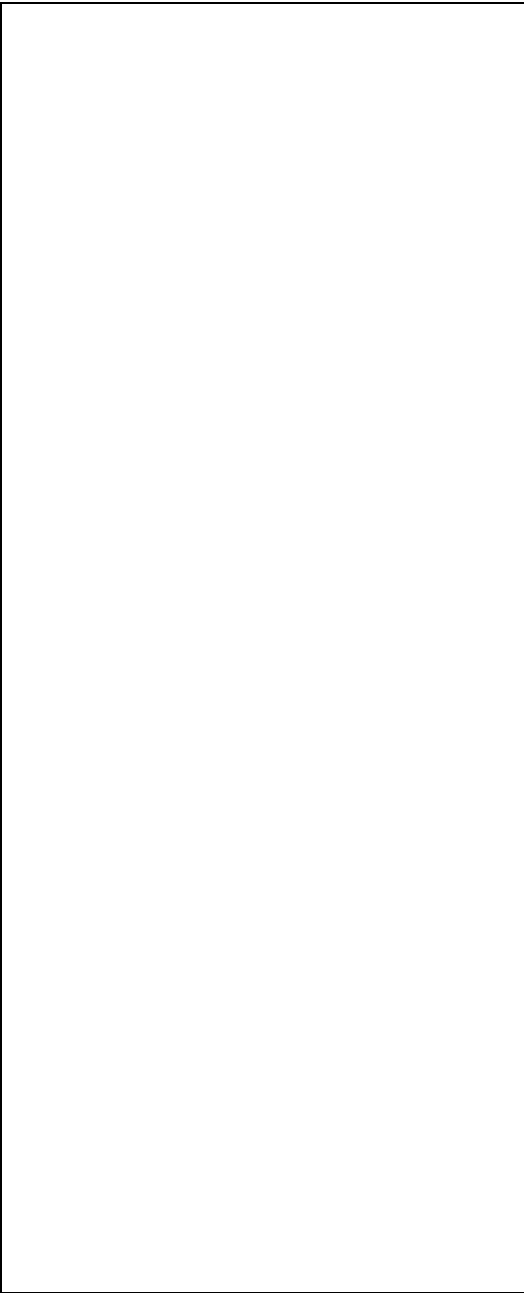
Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

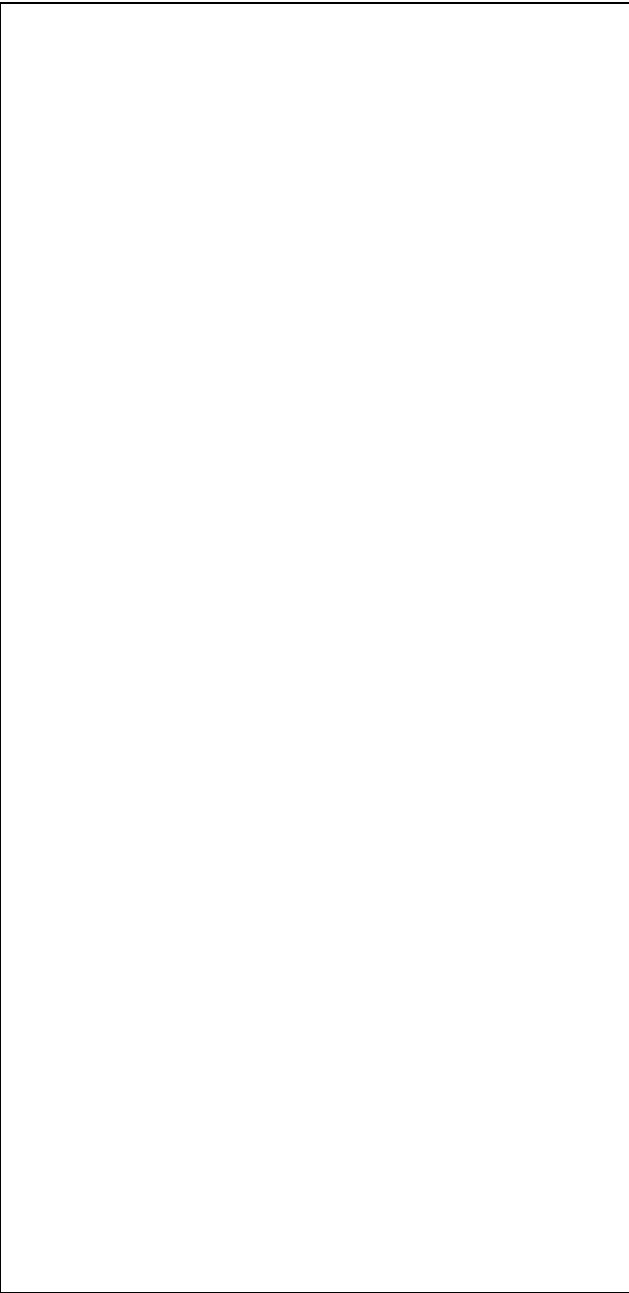
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

- Identify simple features of the local environment
- Identify different methods of taking journeys.
- Talk about something they have done to care for the environment.
- Draw or produce simple models of aspects of the local area, for example roads or buildings.
- Draw a simple map, or shares a relevant experience of the route of a straightforward journey, and the method of transport which was used.
- Name and talk about at least two different kinds of weather.
- Draw pictures of the weather

	KS1	LKS2	UKS2
Places	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. <ul style="list-style-type: none"> • Name and locate the countries of Europe and identify their main physical and human characteristics. • Name and locate the countries of North and South America and identify their main physical and human characteristics. • Use fieldwork to observe and record the human and 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of Africa and



physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.



	<p>and basic physical features.</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 		<p>their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>
<p>Patterns</p>	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a contrasting non-European country. • 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 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (incl. day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe geographical diversity across the world.

	<p>Equator and the North and South Poles.</p> <ul style="list-style-type: none"> • Identify land use around the school. 	<ul style="list-style-type: none"> • Describe how locations around the world are changing and explain some reasons for change. 	<ul style="list-style-type: none"> • Describe how countries/geographical regions are interconnected/interdependent.
<p>Communication</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features beach, coast, forest, hill, mountain, ocean, river, soil, vegetation and weather etc. • key human features, city, town, village, farm, house, office and shop etc • Use compass directions (NSEW) and location language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct simple key. 	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes, biomes etc • human geography, including: settlements and land use and the distribution of food. • Use the eight points of a compass, symbols and key to communicate knowledge of the United Kingdom and the wider world 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle etc. • human geography, settlements, land use, and the distribution of natural resources including energy, food, minerals, and water supplies etc. • Use the eight points of a compass, four-figure grid references, symbols and a key (Ordnance Survey standard symbols) to communicate knowledge of the UK and the world. • Create maps of locations identifying patterns (land use, climate zones etc.)