

## Curriculum Progression - Geography

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Investigate Places</u>		<ul style="list-style-type: none"> <li>-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?</li> <li>-Identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area.</li> <li>- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>-Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>- Name, locate and identify characteristics of the four countries and capital cities of the</li> </ul>	<ul style="list-style-type: none"> <li>-Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>-Explain own views about locations, giving reasons.</li> <li>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>-Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>- Use a range of resources to identify the key physical and human features of a location.</li> <li>-Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>-Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>-Identify and describe how the physical features affect the human activity within a location.</li> <li>-Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>-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.</li> <li>- 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).</li> <li>-Name and locate some of the countries and cities of the world and 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.</li> </ul>			

		<p>United Kingdom and its surrounding seas.</p> <p>-Name and locate the world's continents and oceans.</p>	<p>-Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>-Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>
<p><u>Investigate</u> <u>Patterns</u></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 contrasting non-European country.</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>- Identify land use around the school.</p>	<p>-Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>-Describe geographical similarities and differences between countries.</p> <p>- Describe how the locality of the school has changed over time.</p>	<p>-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 (including day and night).</p> <p>-Understand some of the reasons for geographical similarities and differences between countries.</p> <p>- Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>-Describe geographical diversity across the world.</p> <p>-Describe how countries and geographical regions are interconnected and interdependent.</p>
<p><u>Communicate</u> <u>Geographically</u></p>		<p>-Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>•key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>•key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul> <p>- Use compass directions (north, south, east and west) and locational</p>	<p>-Describe key aspects of:</p> <ul style="list-style-type: none"> <li>•physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>•human geography, including: settlements and land use.</li> </ul> <p>- Use the eight points of a compass, four- figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>-Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.</li> </ul>

		<p>language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>				<p>-Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>-Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	
<u>Locational Knowledge</u>	<p><b>Begin to explore</b> globes and picture atlases.</p>	<p><b>Use maps and a globe</b> to identify the continents and oceans and understand that both a map and a globe show the same thing.</p>	<p><b>Use maps, atlases and/or globes</b> to locate the northern and southern hemispheres and places on the equator which are the hottest.</p>	<p><b>Use maps, atlases and/or globes</b> to locate the Equator, the Tropics of Cancer and Capricorn.</p>	<p><b>Use maps, atlases and/or globes</b> to confidently locate all four hemispheres, prime meridian and <b>begin to explore</b> the lines of latitude and longitude.</p>	<p><b>Confidently</b> use maps, globes, Digimaps and Google Earth.</p> <p>Use atlases/maps to <b>describe and locate</b> places using 4 figure grid references.</p> <p><b>Use maps</b> to identify longitude and latitude.</p>	<p><b>Confidently</b> use maps, globes, Digimaps and Google Earth.</p> <p>Use atlases/maps to <b>describe and locate</b> places using 6 figure grid references.</p>
	<p><b>Begin to identify</b> the locations of their home and school and other familiar places.</p>	<p><b>Locate and name</b> the continents of the world.</p> <p><b>Locate and name</b> the 4 countries that make up the UK.</p>	<p>To confidently <b>identify</b> the 4 countries of the UK and <b>label</b> the capital cities.</p> <p><b>Locate</b> the Atlantic, Pacific and Indian ocean.</p>	<p>Build on prior knowledge of UK regions by <b>using maps to locate countries of Europe</b>.</p>	<p><b>Locate</b> the main - rivers and mountain ranges of Europe on a map using a range of sources.</p>	<p><b>Identify</b> the main - rivers and mountain ranges of Europe on a map using a range of sources.</p> <p><b>Identify</b> the major cities in America and consider how they differ to other regions in the country.</p>	<p><b>Identify</b> the different countries of North America.</p> <p><b>Identify</b> the major cities in America and consider how they differ to other regions in the country.</p>

		<p><b>Locate and name the Arctic and Southern Oceans</b></p> <p><b>Locate Australia on a map.</b></p>	<p><b>Confidently locate Australia and the states within</b></p>			<p><b>Identify the different climate zones.</b></p> <p><b>Locate the mountain ranges and rivers in North America.</b></p> <p><b>Identify the Desert, Freshwater, Taiga, Tundra, Temperate Deciduous and Grassland biomes.</b></p>	<p>regions in the country.</p> <p><b>Identify countries and cities in South America using a range of geographical resources.</b></p> <p><b>Locate the mountain ranges and rivers of South America.</b></p> <p><b>Identify the Ice, Savannah, Marine and Tropical rainforest biomes.</b></p>
	<p><b>Begin to describe locations using simple locational and directional language.</b></p>	<p><b>Use simple compass directions (North, South, East and West) to describe the location of features on a map.</b></p>	<p><b>Use simple compass directions (North, South, East and West) to describe the location of features on a map</b></p>	<p><b>Use simple compass directions (North, South, East and West) to describe the location of features on a map</b></p>	<p><b>Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</b></p>	<p><b>Use the compass points N, NE, E, SE, S, SW, W, NW and 4 grid references to direct and locate using a compass.</b></p>	<p><b>Use the compass points N, NE, E, SE, S, SW, W, NW and 6 grid references to direct and locate using a compass.</b></p>
<p><u><b>Place Knowledge</b></u></p>	<p><b>Begin to ask and answer simple geographical questions linked to</b></p>	<p><b>Study pictures/videos of a locality and ask geographical questions e.g.</b></p>	<p><b>Study pictures/videos of two differing localities, (the UK and Australia) and</b></p>	<p><b>Study pictures/videos of Europe and ask geographical questions e.g. What is it like to</b></p>	<p><b>Raise questions about the different hemispheres e.g. What are the similarities and differences</b></p>	<p><b>Study photos/pictures/maps to make comparisons between locations. . Ask Geographical questions e.g. How</b></p>	<p><b>Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made</b></p>

	location e.g. Where is...?	What is it like to live in this place? How is this place different to where I live?	<b>ask geographical questions</b> e.g. What is it like to live in this place? How is this place different to where I live? How are lifestyles different?	live in this place? How is this place different to where I live? How are lifestyles different?	between Eastern and Western cultures? How do the settlements in Europe compare to MK?	was the land used in the past? How has it changed? What made it change? How may it continue to change?	it change? How may it continue to change?
		<b>Express own views</b> about a place, people and environment.	<b>Explain the purpose</b> of a capital city and <b>form opinions</b> on how this affects population size.		To <b>explore</b> the population of Europe, <b>comparing</b> populations of European countries to the UK.	To <b>explore</b> the population of North America, <b>comparing</b> populations of North American countries to the UK.	To <b>explore</b> the population of South America, <b>comparing</b> populations of South American countries to the UK.
	<b>Discuss and begin to describe</b> own significant places such as home and school.  <b>Develop</b> a basic, personal understanding of the	<b>Draw and label pictures</b> to show how places are different.  <b>Compare</b> physical and human features.	<b>Study</b> pictures of the localities in the past and in the present and <b>ask</b> 'How has it changed?'  <b>Compare</b> physical and human features, beginning to pose questions.	<b>Study maps to make assumptions</b> about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.	<b>Make predictions</b> on how they think life will be different in the two hemispheres.  <b>Make comparisons</b> between different European countries focusing on settlements and human/physical features.	<b>Compare and contrast</b> photographs of two differing regions within North America.  Using photographs, children to <b>make connections</b> between North America and the UK.	<b>Compare and contrast</b> two differing regions within South America.  Using photographs, children to <b>make connections</b> between South America and the UK.

	<p>term 'place', linked to own homes, own classrooms and areas they use regularly.</p> <p><b>Understand</b> that places can have similarities and differences.</p> <p><b>Begin to identify</b> the main geographical features of their immediate environment.</p>			<p><b>Compare physical and human features, draw conclusions, pose questions and use prior knowledge</b> of map reading.</p>	<p><b>Compare physical and human features, draw conclusions, pose questions and use prior knowledge</b> of map reading.</p>		
				<p><b>Analyse evidence and draw conclusions</b> e.g. make comparisons between locations in Europe using photos/pictures.</p>	<p><b>Analyse evidence and draw conclusions</b> e.g. make comparisons between locations in Europe using photos/pictures.</p>	<p><b>Make assumptions</b> based on images/videos/Google Earth about life within differing biomes and the animals which may</p>	<p><b>Make assumptions</b> based on images/videos/Google Earth about life within differing biomes and the animals which may</p>

						<p>survive in those conditions.</p> <p><b>Make comparisons</b> between biomes and discussing with classmates the similarities as well as the differences</p>	<p>survive in those conditions.</p> <p><b>Make comparisons</b> between biomes and discussing with classmates the similarities as well as the differences</p>
<p><u>Human &amp; Physical Geography</u></p>	<p><b>Begin to name</b> features/familiar places within the local environment e.g. school, home, house, road, park.</p> <p>Make observations of the local environment and begin to understand why some things occur and/or change.</p>	<p><b>Begin to understand</b> the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features.</p> <p><b>Identify</b> key human and physical features of familiar places including the school, its grounds and the surrounding environment.</p>	<p><b>Explain</b> the main differences between human and physical geographical features.</p>	<p><b>Begin to understand</b> the terms 'physical geography' (the study of the natural features of the Earth) and 'human geography' (the study of how human activity affects or is influenced by the Earth's surface and environment).</p>	<p><b>Explain</b> the differences between the terms 'human geography' and 'physical geography'.</p>	<p><b>Begin to understand</b> the links between the human and physical geography of the places studied.</p>	<p><b>Secure understanding</b> of the links between the human and physical geography of the places studied.</p>

	<p><b>Identify</b> similarities and differences between familiar places using basic vocabulary</p>	<p><b>Use</b> some basic geographical vocabulary to identify key human and physical features of places studied.</p> <p><b>Begin to express</b> opinions on the features of the immediate local environment</p>	<p><b>Understand and use</b> a range of basic geographical vocabulary to identify key human and physical features of the places studied.</p> <p><b>Make simple comparisons</b> between the key human and physical features of places studied Milton Keynes and Australia.</p>	<p><b>Begin to use</b> a wider geographical vocabulary to identify, describe and compare the human and physical features of the places studied.</p>	<p><b>Use</b> a wide geographical vocabulary to identify, describe and compare the human and physical features of the countries and regions studied.</p>	<p><b>Secure and further develop</b> the use of a wide geographic vocabulary to identify, describe and compare the human and physical features of the continents, countries and regions studied.</p>	<p><b>Confidently use</b> a wide geographic vocabulary to identify, describe and compare the human and physical features of all of the locations studied.</p>
	<p><b>Identify and begin to describe</b> the daily weather and seasons using basic vocabulary</p>	<p><b>Identify</b> seasonal and daily weather patterns in the UK and explain how the weather changes with each season</p>	<p><b>Identify</b> examples of extreme weather and where in the world these can be witnessed</p>	<p><b>Understand</b> the main processes of the water cycle.</p> <p><b>Explore</b> the different types of weathering and how this can affect the</p>	<p><b>Describe</b> what clouds are, the different types of cloud and how they are formed.</p> <p><b>Understand</b> the main causes of climate change, the impact this has and</p>	<p><b>Describe and understand</b> the concept of climate.</p> <p><b>Identify</b> the key features of the world's climate zones, biomes and vegetation belts</p>	<p><b>Explain</b> the concept of climate.</p> <p><b>Identify</b> the key features of the world's climate zones, biomes and vegetation belts</p>



				<p>landscape over time.</p> <p><b>Identify</b> the physical processes surrounding climate change</p>	<p>how we can manage the effects</p>	<p><b>Understand</b> the impact of climate zones and biomes on the human and physical geography of the Americas.</p>	<p><b>Understand</b> the impact of climate zones and biomes on the human and physical geography of the Americas.</p>
				<p><b>Describe</b> the key features and uses of rivers and understand how their features and uses have changed over time.</p> <p><b>Understand</b> the 3 different types of mountain and how they are formed.</p> <p><b>Identify</b> the main transport links within cities and explore the main advantages and disadvantages of national and</p>	<p><b>Explore</b> the 3 main stages of a river and understand the types of erosion and deposition that happens at each stage.</p> <p><b>Understand</b> what volcanoes and earthquakes are and describe how they can impact the human and physical geography of a place.</p> <p><b>Understand</b> what a coast is and identify the main physical features of a coastline.</p>	<p><b>Understand</b> the process of ocean currents and how these contribute to the Great Pacific Garbage Patch.</p>	

				<p>international travel.</p> <p><b>Understand</b> what we mean by imports/exports and exploring the trade routes for food.</p> <p><b>Identify</b> natural resources and their uses.</p>	<p><b>Explore</b> a variety of sea structures and why they are used.</p>		
<p><u>Geographical Skills &amp; Fieldwork</u></p>	<p><b>Identify</b> a map.</p>	<p><b>Use</b> a globe and world map and <b>locate</b> continents and oceans.</p> <p><b>Use</b> an atlas/map to identify the UK and surrounding seas.</p>	<p><b>Use</b> world maps, globes and atlases to <b>identify</b> locations studied</p>	<p><b>Begin to use</b> a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.</p>	<p><b>Use</b> a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied.</p> <p><b>Use</b> the contents/index of an atlas</p>	<p><b>Use</b> a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied</p> <p><b>Use</b> four-figure grid references to identify and describe locations.</p> <p>Confidently <b>use</b> the contents/index of an atlas.</p>	<p><b>Use</b> a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.</p> <p><b>Use</b> six figure grid references to identify and describe locations.</p> <p>Confidently <b>use</b> the contents/index of an atlas.</p>

	<p>Begin to make attempts at <b>drawing</b> a map.</p> <p>Make attempts to <b>draw and label</b> features of familiar environments and imaginary places.</p>	<p>Begin to <b>follow</b> routes on prepared maps.</p> <p><b>Use</b> basic symbols in a key.</p> <p><b>Draw</b> own maps and plans by drawing around shapes/using own symbols.</p>	<p><b>Devise</b> a simple map of a place in the local area.</p> <p><b>Use and construct</b> basic symbols in a key.</p>	<p><b>Create</b> a simple sketch map e.g. of a short route followed, with symbols and a key.</p>	<p><b>Draw</b> a map (including symbols and key) from a description and compare to other maps.</p>	<p><b>Draw with detail</b> a map (including symbols and key) from a description and compare to other maps.</p>	<p><b>Draw</b> a map to scale (including symbols and key) from a description and compare to other maps</p>
	<p>Begin to <b>use</b> secondary sources (e.g. photographs, sketches or films) to find out about places</p>	<p><b>Begin to use</b> aerial/satellite photos and plan perspectives to recognise familiar places.</p>	<p><b>To recognise and identify</b> basic OS symbols.</p> <p><b>Zoom in/out</b> and begin to <b>highlight/annotate</b> digital maps</p> <p><b>Use</b> aerial /satellite photos and plan perspectives to</p>	<p><b>Begin to understand</b> more complex keys (e.g. wider range of OS symbols, size of symbol for quantity)</p>	<p><b>Understand</b> more complex keys (e.g. wider range of OS symbols, size of symbol for quantity)</p>	<p><b>Explain</b> ideas using a thematic map for reference</p>	<p><b>Explain</b> ideas using a thematic map for reference</p>

			locate and identify local landmarks and features				
		<b>Use</b> tallies and simple tables ( <i>from Maths NC</i> ).	<b>Use</b> pictograms, tally charts, and simple tables ( <i>from Maths NC</i> )	Use a range of data collecting methods such as tallies, pictograms and bar graphs.	Use a range of data collecting methods such as tallies, pictograms, line graphs and bar graphs.	<b>Complete and interpret</b> tables (including timetables where appropriate) and line graphs (from Maths NC)	<b>Complete and interpret</b> tables (including timetables where appropriate) and line graphs (from Maths NC)