St Andrew's C of E (VA) Primary School Geography Progression Map

EYFS - the Early Learning Goals that link most closely to the Geography National Curriculum	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They 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	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. **Locational knowledge** ● 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 **Place knowledge** ● 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 **Human and physical geography** ● 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 ● 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. **Geographical skills and fieldwork** ● use world maps, atlases and globes to identify the United Kingdom and its countries, as well	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **Locational knowledge** ● 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) **Place knowledge** ● 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 **Human and physical geography** ● describe and understand key aspects of:

	as the countries, continents and oceans studied at this key stage ● 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 ● 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 ● 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.	● physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ● 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 **Geographical skills and fieldwork** ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● 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 ● 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.

	Foundation	**Years 1 and 2**	**Years 3 and 4**	**Years 5 and 6**
Vocabulary	Town, weather, hot, cold, soil, here, there, near, far, season, world, village, countryside, farm, factory, house, hill, sea, beach, shop, map,	Near, far, wet, sunny, hot, dry, cold, house, school, street, shop Human geography, Physical geography, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, valley, North sea, Irish sea, the channel, mountain, river, office, atlas, left, right Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe	Continue to develop vocabulary: Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non-European Continue to develop vocabulary: rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle	Use precise geographical vocabulary: coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links Be able to describe and start to explain geographical processes using the correct terminology. Biomes, longitude, latitude, rivers, meander, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere,

Direction and Location	Follow simple directions.	Follow directions- ● Up, down ● Left/right ● Forwards/backwards) ● NSEW)	Use 4 compass points to follow and give directions. Begin to use 8 compass points Use letter/no. coordinates to locate features on a map confidently.	Use 8 compass points confidently and accurately. Use 4 figure coordinates confidently to locate features on a map. Begin to use 6 figure grid refs. Use latitude and longitude on atlas maps.
Locational and place knowledge	Name and locate different parts of the local community	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Name and locate significant places in their locality, the UK and wider world.	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.	Name and locate an extensive range of places in the world including globally and topically significant features and events.
Human and physical geography	Use the local area for exploring both the built and the natural environment. Understand the difference between natural environment and manmade. Know the difference between land and water	Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like. Make observations about features that give places their character.	Use geographical language to identify and explain some aspects of human and physical features and patterns. Describe how features and places change and the links between people and environments.	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments.
Geographical skills and fieldwork (map skills)	Provide play maps and small world equipment for children to create their own environments.	-Follow directions; up/down, left/right, behind/in front of -Use own symbols on imaginary maps -Use relative vocab; bigger/smaller, like/unlike -Draw picture maps of imaginary places and from stories. -Talk about own maps. -Follow directions; North, East, South, West.	-Use pairs of coordinates and four compass points. -Introduce need for a key and standard symbols. -Spatial matching, boundary matching; e.g. country boundary on a different scale map. -Make a map of a short route with features in the correct order. -Use larger scale map outside/use	Use 4-figure grid reference to locate features on a map. -Use eight compass points. -Draw a map using symbols and a key, awareness of OS symbols. -Measure straight line distance on a plan. -Draw a variety of thematic plans, based on own data. -Compare large-scale map and vertical

		-Use class agreed symbols on simple map. -Spatial matching; match the same area e.g. continent on a larger map. -Make a representation of a real or imaginary place -Use a plan and infant atlas to help create simple maps.	maps of other localities. -Begin to use 4-figure grid reference to locate features on a map. -Introduce need for a key and standard symbols. -Make own maps of real places with increasing accuracy. -Use a variety of maps of different scale to locate places	photo, select maps for a purpose. -Use 6-figure grid reference to locate features on OS map. -Use OS standard symbols. -Scale reading and drawing, comparison of map scale. -Draw scale plans of increasing complexity. -Follow route on small-scale OS map and describe features seen.
Geographical skills and fieldwork (fieldwork)	Arouse awareness of features of the environment in the setting and immediate local area, e.g. walk around local area Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.	Observe and describe seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment.	Observe, record, and explain physical and human features of the environment. Use a range of methods e.g. sketch maps, plans, graphs.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.