

Geography Progression - EYFS

EYFS - In this unit, children will be taught to:

AFL:

- I can investigate the school environment.
- I can describe the features of my bedroom and classroom using positional language.
- I can create a small world model/draw a simple map with symbols of the school environment including physical and human features. I can compare with historical pictures of the school.
- I can investigate and discuss changes in weather in the UK.

Locational Knowledge -

- To talk about similarities and differences in relation to places, objects, materials and living things (World ELG) E.g. looking for mini beasts, growing plants.

Place Knowledge -

- Talk about features of their own immediate environment and how they might vary from one another. (World-ELG) e.g. bedroom vs town, welly walks, differences between countries.

Human Geography -

- To make observations of the environment and explain why somethings occur and talk about changes. (WORLD ELG) e.g. the seasons, leaves changing colour, senses walk (see, hear smell).

Physical Geography -

- Create a small world model/draw a simple map with symbols of the school environment including physical and human features. I can compare with historical pictures of the school.

Geographical Skills and Fieldwork -

- Children use everyday language to talk about position and distance to solve problems. (ELG Shape, Space and Measure) e.g. under, over, next to, beside.
- Use a range of sources such as simple maps, photographs, magnifiers and visiting local places.

Geography Progression KS1 - Year 1

KS1 - In this unit, children will be taught to:

AFL:

- I can locate the UK and capital cities with the different countries and the surrounding seas.
- I can explain where I live (town, village) and describe some of the key physical features of a coastal area and compare to a contrasting locality.
- I can describe some actions which people in my own community do that help maintain the area I live in or go to school in e.g. litter pickers.
- I can describe my local area using geographical vocabulary.
- I can observe and record daily weather patterns and relate to the four seasons.
- I can explain using pictures how the proximity of countries closest to the Poles and the Equator affects their climate.

Locational Knowledge -

- Name and locate the four countries and their capital cities in the United Kingdom on a map. Know different geographical characteristics of each country.
- Know the surrounding seas of the United Kingdom.

Place Knowledge -

- Compare and understand geographical similarities and differences through the study of a small area of the UK and a small area in a non-European country (coastal).

Human Geography -

- Understand basic geographical vocabulary relating to key human features relating to school, village and city.

Physical Geography -

- Identify seasonal and daily weather patterns in the UK.
- I can identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles e.g. using the habitats of differing animals.

Geographical Skills and Fieldwork -

- Use local maps, atlases and globes to identify the UK and its countries.
- Use simple fieldwork and observational skills to study the geography of the school and its key human and physical features e.g. comparing the school grounds to a contrasting environment (the moon).

Geography Progression KS1 - Year 2

KS1 - In this unit, children will be taught to:

AFL:

- I can locate the continents and oceans.
- I can describe the location of an area in the UK and compare to a contrasting locality (place and people).
- I can use local and world maps and basic geographical vocabulary appropriately to describe a range of human features.
- I can use local and world maps and basic geographical vocabulary appropriately to describe a range of physical features.

Locational Knowledge -

- Name and locate the continents on a World Map e.g. locating where animals are from (build a class zoo).
- Locate and label the five oceans e.g. tracking a journey (e.g. an explorer's route).
- Locate the main countries of Europe.

Place Knowledge -

- Compare and understand geographical similarities and differences through the study of a small area of the UK and a small area in a non-European country (towns, cities, villages). E.g. compare All Cannings to Devizes, go on a walk.

Human Geography -

- Understand basic geographical vocabulary relating to key human town, factory, farm, house, office, fort, harbour and shop. (E.g. plot these on a map).

Physical Geography -

- Understand basic geographical vocabulary relating to key physical features: beach, cliff, coast, forest, hill, mountain, ocean, sea, river, soil, valley, vegetation, season and weather.

Geographical Skills and Fieldwork -

- Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features.
- Use simple compass directions; North, South, East and West and locational and directional language to describe the location of features and routes on a map.
- Use fieldwork and observational skills to study the geography of the school's local environment (village) and its key human and physical features.

Geography Progression LKS2 - Year 3

LKS2 - In this unit, children will be taught to:

AFL:

- I can locate and label a map of Europe with main countries and capital cities.
- I can identify and understand the differences between physical and human geography in a region of the UK and a European location.
- I can use precise geographical vocabulary to describe human features (local and national).
- Using world maps and photographs, I can describe the journey of a river from source to the mouth identifying geographical features on its path.
- I can locate places in the world where volcanoes and earthquakes occur and give a simple explanation of why they occur.

Locational Knowledge -

- Name and locate continents on a World Map and the five oceans (e.g. use a shopping list to identify where the items come from).
- Locate the main countries of Europe and their capitals.
- Identify the longest rivers, largest deserts, highest mountains in the world.
- Identifying human and physical characteristics and understand how some of these aspects have change over time.

Place Knowledge -

- Compare a region of the UK with a region in Europe e.g. hilly area with a flat one.

Human Geography -

- I can research and explain why and how people live where the do locally and nationally (e.g. needs of early settlers).

Physical Geography -

- Understand key aspects of physical geography including rivers and the Water Cycle, Volcanoes and Earthquakes (e.g an extreme Earth topic).

Geographical Skills and Fieldwork -

- Use world maps, atlases, globes to locate countries and describe features studied.
- Learn the eight points of a compass, 2 figure grid reference (Coordinates), some basic symbols and key (including the use of simplified Ordnance Survey Maps) to build their knowledge of the UK and the wider world.
- Use fieldwork to observe and present the human and physical features in the local area.

Geography Progression LKS2 - Year 4

LKS2 - In this unit, children will be taught to:

AFL:

- I can Identify and label Wiltshire towns, European cities and major cities in Russia.
- I can compare the physical and human features of a region in the UK, a European country and a region in North America.
- I understand and explain why people settled where they did e.g. near rivers. (Historically and modern day).
- I can use and understand the term climate zone, biomes and vegetation belts comparing different regions.

Place Knowledge -

- Compare and understand geographical similarities and differences through the study of human and physical features of a region in the UK and a region in a European country and a region in North America (e.g. UK, Spain and Canada).

Physical Geography -

- Understand key aspects of physical geography including climate zones, biomes and vegetation belts (e.g. the equator, tropics of cancer and Capricorn, rainforests).

Locational Knowledge -

- On a world map locate areas of similar environmental regions, either desert, rainforest or temperate regions.
- Name and locate the major countries and cities in Europe and North and South America.
- Locate and name the major towns and city in Wiltshire on a local map (e.g. Anglo-Saxon place names).
- Identifying human and physical characteristics and understand how some of these aspects have change over time.

Human Geography -

- Understand key vocabulary of aspects of human geography: types of settlements and land use in modern Britain and historically; villages, towns, cities (e.g. Anglo-Saxon settlements by water or trade routes - reasons).

Geographical Skills and Fieldwork -

- Use digital/computer mapping to locate countries, regions and describe features.
- Use coordinates in first quadrant.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods.

Geography Progression UKS2 - Year 5

UKS2 - In this unit, children will be taught to:

AFL:

- I can locate and label, the counties in England and the countries and main cities of North and South America.
- I can compare and explain the physical and human features of a region in the UK, a European country and a region in South America.
- I understand and give reasons for importation and exportation of goods.
- I can discuss the benefits and disadvantages of tourism.
- I can explain in detail each of the four stages in the Water Cycle including transpiration using sketches, drawings and notes.
- I understand and identify topographical features of coastal regions.

Place Knowledge -

- Compare and understand the geographical similarities and differences between the study of human and physical features of a region in the UK and a region in a European country and a region in South America (e.g. The Mayans, make a brochure).

Physical Geography -

- Understand key aspects of physical geography including coasts, and the Water Cycle including transpiration (e.g. water cycle in a bag).

Locational Knowledge -

- Name and locate the main countries in North and South America and Russia. Locate and name principal cities (e.g. plan a road trip).
- Locate and name the main counties and cities in England.
- Identify the position and significance of latitude, longitude, the Equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian (e.g. link with night and day, visit the Meridian line).
- Identifying human and physical characteristics and understand how some of these aspects have changed over time.

Human Geography -

- Understand key aspects of human geography: including trade and tourism between UK and Europe and the world (e.g. the industrial revolution).

Geographical Skills and Fieldwork -

- Select appropriate resources to locate and describe countries, continents and regions.
- Use the 8 points of a compass, 4 figure grid references, symbols & keys (including Ordnance Survey) to build knowledge of UK and the wider world in the past and present.
- Use coordinates in two quadrants.
- Use fieldwork to observe measure and record the human and physical features in the local area using a range of methods.

Geography Progression UKS2 - Year 6

UKS2 - In this unit, children will be taught to:

AFL:

- I can locate, identify and compare different environmental areas in the Northern, Southern Hemispheres, Arctic, Antarctic and Russia (e.g. mountain ranges).
- I can compare, explain and give reasons for differences in physical and human geography with contrasting regions in the world.
- I can locate areas of natural resources and explain their significance in a modern world.
- I can describe and explain in detail using precise geographical vocabulary the processes that cause natural disasters.
- I understand and explain the term “Continental Drift” and how continents were formed.

Locational Knowledge –

- Identify the position and significance of Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic.
- Use maps to focus on Russia concentrating on their environmental regions understand how some of these aspects have changed over time (e.g. set up a travel company, presentations/make promotional material).

Place Knowledge -

- Compare and understand the geographical similarities and differences between the study of human and physical features of a region in the UK and a region in a Europe/North & South America/Arctic, Antarctic Circles.

Human Geography -

- Understand key aspects of human geography (e.g. design your own town or city).
- Distribution of natural resources focusing on energy, food, minerals & water (e.g. map from a food diary, miles, fair trade).

Physical Geography -

- Understand key aspects of the physical geography of plate tectonics and the Ring of Fire (e.g. make homemade volcanos, map of natural disasters, using news reports).

Geographical Skills and Fieldwork -

- Look at maps on different scales & calculate scale on own map.
- Extend to six figure grid references, and degrees of longitude and latitude.
- Use coordinates in all four quadrants.
- Use fieldwork to observe, measure, record and explain the human and physical features in the local area using a range of methods.