



Geography progression

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<u>The UK and local area</u>	Exploring the local area and identifying things in it – buildings, features	Using an age appropriate atlas to name, locate and identify the four countries and capital cities Developing a knowledge of the human and physical geography of their area	Using an atlas to name and locate four countries on a map and identify characteristics of these Describing local area using appropriate vocabulary	Naming and locating counties and cities of the UK Describing the UK in relation to other countries and continents	Naming and locating cities, counties and geographical regions of the UK, as well as identifying human and physical characteristics Describing the UK in relation to other countries, continents and areas of the UK, as well as some human and physical characteristics of the UK	Identifying some key geographical regions of the UK, such as mountains and coasts, and thinking about how these might have changed over time Locating and describing some physical environments in the UK, such as coastal environments, as well as the UK's significant mountains	Identifying the geographical regions of the UK, such as hills, mountains, coasts, and understanding how these might have changed over time Locating and describing several physical environments in the UK, such as coastal and mountain environments, as well as the UK's significant mountains and rivers. Identifying changes to these feature over time
<u>The world and continents</u>	Knowing that there is a world beyond their house/village	Understanding that the world is bigger than their area or the UK, and beginning	Using an age appropriate globe or atlas to name and locate the world's seven	Locating the world's countries, in particular Europe, North	Locating the world's countries, in particular Europe, North and South America	Locating and describing the position of the world's countries, in particular Europe	Locating and describing the position of the world's countries, in particular Europe

	and having an awareness of other countries and special days/events	to observe other continents/ large land mass on a globe or atlas	continents and five oceans Looking in depth at a chosen place - China	and South America Identifying the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn	Identifying the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, longitude and latitude	(Russia), North and South America, and their cities Identifying the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, longitude and latitude, as well as time zones	(Russia), North and South America, and their cities, as well as describing their environmental regions, human and physical characteristics Identifying the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, longitude and latitude, as well as time zones - describe a country's position to its time zone
<u>Physical themes</u>	Begin to use some geographical vocabulary,	Identifying seasonal and daily weather in the UK and identifying hot	Describing climate and natural features in another country/ continent	Describing key aspects of physical geography, such as climate zones	Describing and understanding key aspects of physical geography, such as	Describing and understanding key aspects of physical geography, such as relationship between	Describing and understanding key aspects of physical geography, such as how climate and

	such as beach, land, sea, hill	and cold countries Using some basic geographical vocabulary, such as beach, land, sea, hill, mountain, season, weather, river, soil Children can talk about a natural environment.	Consistently using basic geographical vocabulary, such as beach, land, sea, hill, cliff, coast, mountain, season, weather, river, soil, vegetation Children can recognise and identify features in a natural environment.	Describing a range of hot or cold areas of the world, with relation to their position of the Equator Recognising different natural features (earthquakes, volcanoes) and describing them using key vocabulary	climate zones and vegetation belts Indicating tropical, temperate and polar climate zones on a map and describing the characteristics of these zones Recognising different natural features (earthquakes, volcanoes, water cycle) and describing them using key vocabulary	climate and food growth, and animal adaptations relating to climate Recognising different natural features (mountains) and describing them using key vocabulary Describing key characteristics of features and their physical processes – how something is formed	vegetation are connected and food production depending on climate Recognising different natural features (rivers) and describing them using key vocabulary Describing and understanding a range of physical processes and the resulting landscape features
<u>Human themes</u>	Begin to use some geographical vocabulary, such as farm, house, shop	Identifying human themes in local environment Using some basic geographical vocabulary, such as city, village,	Describing human themes in a non-local environment (another country) Consistently using basic geographical vocabulary, such as city, village,	Describing key aspects of human geography, such as land use and settlements Identifying different human environments,	Describing key aspects of human geography, such as land use and settlements Recognising mains forms of land use	Describing key aspects of human geography, such as settlements and the distribution of natural resources (energy, food water)	Describing key aspects of human geography, such as economic activity and trade links Knowing where food comes from and its journey

		town, factory, farm, house, office, port, shop Children can talk about a human environment.	town, factory, farm, house, office, port, harbour, shop Children can recognise and identify features in a human environment.	exploring contrasting areas	Identifying and describing settlements	Knowing what life is like around the world	Understanding what life is like in different parts of the world
<u>Understanding places and connections</u>	Thinking about similarities and differences about different places where the children might have been, e.g. the park and the seaside, West Rainton and Africa	Thinking about geographical similarities and differences between two different areas – both in the UK	Understanding geographical similarities and differences between two different areas – UK and non-UK areas Making observations and describing two areas	Understanding the physical and human geography of the UK Recognising regions which are different from others Recognising physical and human differences between continents and countries	Understanding the physical and human geography of the UK and its contrasting human and physical environments Describing and comparing similarities and differences between regions in Europe Describing advantages and disadvantages of living in some areas through an	Understanding geographical similarities and differences across different countries Understanding how a region has changed Understanding similarities and differences of human and physical geography between a region in the UK and a European Understanding of how human activity	Understanding geographical similarities and differences across different countries Explaining how a region has changed and how it is different from another Understanding similarities and differences of human and physical geography between a region in the UK and a North or

				Describing advantages and disadvantages of living in some areas	understanding of the relationship between physical and human processes	is influenced by climate and weather Understanding of hazards from physical environments, such as mountain regions	South American country Understanding of how human activity affects the environment and other people Explaining how our choices affect others and have economic consequences
<u>Map and atlas work</u>	Exploring age appropriate maps and interactive globes	Using age appropriate atlases to recognise/locate countries of the UK and beginning to identify other areas of land using a globe – knowing where different animals might live Beginning to use simple compass directions and	Using age appropriate atlases and globes to locate all of the world's continents Describe a walk around an area using compass points and directional vocabulary	Using maps, atlases and globes to locate and describe countries studied – European countries, describing location of UK Beginning to use symbols and keys Using directional vocabulary, including four compass points	Using maps, atlases and globes to locate and describe countries studied – European, North American and South American countries and cities, describing location of UK Using symbols and keys Using four figure grid references and	Using a range of maps, atlases, globes and digital mapping to locate countries and their features Using eight compass points, four and six-figure grid references, symbols and keys, as well as Ordnance Survey maps	Using a range of maps, atlases, globes and digital mapping to locate countries and their physical and human features Using eight compass points, four and six-figure grid references, symbols and keys, as well as Ordnance Survey maps

		the language associated with this			using directional vocabulary with more than four compass points	Using maps to describe physical features	Using maps to describe physical features and characteristics, including Equator, the Tropics etc
<u>Fieldwork and investigation</u>	Exploring the local area and school grounds – we're going on a bear hunt etc.	Using aerial photos, children can identify parts of their own local area Keeping a weather diary to observe daily weather changes and patterns	Using aerial photographs and a map, children can identify features of a non-local area Investigating the similarities and differences between two areas	Using a range of methods, such as sketch maps, graphs, aerial photographs Making simple sketch maps Presenting information using a simple graph Using fieldwork to observe and measure human and physical features in local area	Using a range of methods, such as sketch maps, graphs, aerial photographs, digital maps Making a simple map of a short route Presenting information using a simple graph Using appropriate techniques to carry out fieldwork to observe and measure human and physical features in local area	Using a wide range of maps, graphs, aerial photos and digital maps Making sketch maps with symbols Presenting information gathered in different graphs Carrying out fieldwork in a range of areas using appropriate techniques	Using a wide range of maps, graphs, aerial photos and digital maps Making sketch maps with symbols, keys and scales Presenting information gathered in a suitable choice of graph Carrying out suitable, planned fieldwork in a range of areas using appropriate techniques