



# Geography Progression Plan

	EYFS	KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location knowledge	To talk about where I live.	Know the name of the capital cities of the United Kingdom and its surrounding seas. <b>All about me Autumn A</b>	Know the name, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <b>All about me Autumn A</b>	I name and locate countries, cities and main geographical regions of the UK. <b>UK Summer A</b>	I name and locate countries, cities and main geographical regions of the UK. I can identify the land-use patterns of a UK case study area. <b>UK Summer A</b>	I name and locate countries, cities and main geographical regions of the UK. I can identify and explain the land use patterns over time. Including topographical features – hills, mountains, coasts and rivers <b>Rural Lives Local Study Autumn B</b>	I name and locate countries 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. <b>Rural Lives Local Study Autumn B</b>

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	EYFS	KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Know the name of the world's seven continents and five oceans.</p> <p><b>All about me</b> <b>Autumn A</b></p>	<p>Know the name and location of the world's seven continents and five oceans.</p> <p><b>All about me</b> <b>Autumn A</b></p>	<p>I locate Europe on a map and can name some European Countries and capitals.</p> <p><b>Italy</b> <b>Spring A</b> <b>UK</b> <b>Summer A</b></p> <p>I can use photos to compare physical and human characteristics</p> <p><b>Italy</b> <b>Spring A</b> <b>UK</b> <b>Summer A</b></p>	<p>I label and locate continents and counties in the Northern and Southern Hemisphere.</p> <p><b>Italy</b> <b>Spring A</b> <b>UK</b> <b>Summer A</b></p> <p>I am beginning to identify countries using physical and human characteristics on a map</p> <p><b>.Italy</b> <b>Spring A</b> <b>UK</b> <b>Summer A</b></p>	<p>I can label locate the countries and capitals of North America and South America.</p> <p><b>Space and Our Word</b> <b>Autumn A</b></p> <p>I can identify countries using physical and human characteristics on a map.</p> <p><b>Greece Spring A</b> <b>Extreme Earth</b> <b>Spring B</b></p>	<p>I locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,</p> <p><b>Space and Our Word</b> <b>Autumn A</b></p> <p>Il can identify and compare counties using physical and human characteristics on a map.</p> <p><b>Greece Spring A</b> <b>Extreme Earth</b> <b>Spring B</b></p>

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	EYFS	KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>I understand longitude and latitude on globes and atlases.</p> <p><b>Rainforest Spring B</b></p>	<p>I identify the position of the equator and relate this to Northern and Southern Hemisphere</p> <p><b>Rainforest Spring B</b></p>	<p>I identify the position of tropic of Cancer and Capricorn and can relate this to the equator, hemispheres and continents.</p> <p><b>Space and Our Word Autumn A</b></p>	<p>I 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).</p> <p><b>Space and Our Word Autumn A</b></p>

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	EYFS	KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	Talk about similarities and differences in relation to places.	Observe and describe the human and physical geography of a small area of the United Kingdom.  <b>Seaside Summer A</b>	Understand the 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 non European country. <b>Superheroes Spring B</b>	I understand the geographical similarities and differences through the study of human and physical geography of contrasting regions of the United Kingdom  <b>UK Summer A</b>	I understand the geographical similarities and differences through the study of human and physical geography of a UK and a region in Europe. <b>Italy Spring A</b>	I understand the geographical similarities and differences through the study of human and physical geography of a UK region and a region in South America.	I 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 in North or South America <b>Greece Spring A</b>

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Human and Physical Geography	Observe and talk about seasonal changes	<p>Begin to identify seasonal/daily weather patterns in the UK.</p> <p><b>Seaside Summer A</b></p> <p>Describe the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p><b>Wild about animals Autumn B</b></p>	<p>Identify seasonal/daily weather patterns in the UK.</p> <p><b>Seaside Summer A</b></p> <p>Identify using maps, the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p><b>Wild about animals Autumn B</b></p>	<p>I describe the climate zones, mountains, volcanoes and earthquakes of the places studied.</p> <p>I understand the <b>water cycle.</b></p> <p><b>Rainforest Spring B</b></p>	<p>I describe and explain the climate zones, mountains, volcanoes and earthquakes of the paces studied</p> <p><b>Rainforest Spring B</b></p>	<p>I compare different climate zones, mountains, volcanoes and earthquakes of the paces studied.</p> <p>I understand the word biome and use maps to compare biomes</p> <p><b>Extreme Earth Spring B</b></p>	<p>I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p><b>Extreme Earth Spring B</b></p>
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	EYFS	KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Talk about the features of my environment	Use basic Geographical vocabulary to refer to physical features of their school, its grounds or the surrounding environment.  <b>Seaside Summer A</b>	Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non European country. <b>Seaside Summer A</b> <b>Superheroes Spring B</b>	I discuss the distribution of natural resources, trade links. I discuss different types of land use.  <b>Egypt Autumn A</b> <b>Italy Spring A</b> <b>Rainforest Spring B</b>	I understand the distribution of natural resources and trade links. I understand different types of land use. <b>Egypt Autumn A</b> <b>Italy Spring A</b> <b>Rainforest Spring B</b>	I describe, understand and compare the distribution of natural resources, trade links. I compare different types of land use. <b>Rural Lives Autumn B</b>  <b>Greece Spring A</b>	I describe and understand key aspects of 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  <b>Rural Lives Autumn B</b>  <b>Greece Spring A</b>

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	EYFS	KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills and Fieldwork	Talk about where I live and how it is different to other places.	<p>Begin to use maps, atlases and globes to recognise the continents, oceans and the United Kingdom.</p> <p><b>All about me Autumn A</b> <b>Wild about animals Autumn B</b></p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p><b>Superheroes Spring B</b></p>	<p>Use world maps, atlases and globes to identify and locate the United Kingdom and its countries, continents and oceans.</p> <p><b>All about me Autumn A</b> <b>Wild about animals Autumn B</b></p> <p>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.</p> <p><b>Travel and Transport Spring A</b> <b>Superheroes Spring B</b></p>	<p>I use digital maps, globes and atlases to locate counties and continents of the world.</p> <p><b>Egypt Autumn A</b> <b>Italy Spring A</b> <b>Rainforest Spring B</b></p> <p>I use aerial photographs and compare these to physical and human features of a map <b>Egypt Autumn A</b> <b>Italy Spring A</b> <b>Rainforest Spring B</b></p>	<p>I use digital maps, atlases and globes to locate countries physical and geographical features.</p> <p><b>Egypt Autumn A</b> <b>Italy Spring A</b> <b>Rainforest Spring B</b></p> <p>I use ordnance survey maps to identify physical and human features of the United Kingdom. <b>UK Summer A</b></p>	<p>I use atlases to locate countries and describe physical and geographical features. <b>Space and our world Autumn A</b></p> <p>I use more complex ordnance survey maps to identify physical and human features of the united kingdom. <b>Map Skills Summer A</b></p>	<p>I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <b>Space and our world Autumn A</b></p>
	Talk about where I live and how it is the same as other						

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Into the woods Summer B				



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	EYFS	KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use basic positional language	<p>Use locational and directional language (eg, near and far, left and right), to describe the location of features and routes on maps.</p> <p><b>Travel and Transport Spring A</b></p>	<p>Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.</p> <p><b>Travel and Transport Spring A</b></p>	<p>Begin to use four figure grid references to identify features on a map. I am beginning to use 4 points of a compass.</p> <p><b>UK Summer A</b></p>	<p>Use four figure grid references to identify local features on a map. I can use 4 points of a compass</p> <p><b>UK Summer A</b></p>	<p>Use six figure grid references on a map and give directions using 8 points of a compass.</p> <p><b>Map Skills Summer A</b></p>	<p>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.</p> <p><b>Map Skills Summer A</b></p>

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	EYFS	KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p><b>Seaside Summer A</b> <b>Into the woods Summer B</b></p>	<p>Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</p> <p><b>Seaside Summer A</b> <b>Into the woods Summer B</b></p>	<p>Use fieldwork and observational skills to study the key human and physical features of the village</p> <p><b>UK Summer A</b></p>	<p>Use fieldwork and observational skills to record my own data and begin to draw conclusions.</p> <p><b>UK Summer A</b></p>	<p>Use fieldwork and observations skills to measure physical and geographical changes, record data and draw conclusions.</p> <p><b>Rural Lives Autumn B</b></p>	<p>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.</p> <p><b>Rural Lives Autumn B</b></p>
	Talk about the things I have seen.	<p>Use basic observational skills.</p> <p><b>Seaside Summer A</b></p> <p>Ask a familiar person prepared questions.</p> <p><b>Seaside Summer A</b></p>	<p>Carry out a small survey of the local area/school and draw simple features.</p> <p><b>Seaside Summer A</b></p> <p>Ask and respond to basic geographical questions.</p> <p><b>Seaside Summer A</b></p>	<p>Begin to use a simple table to present findings from fieldwork</p> <p>Ask geographical questions</p> <p>Record findings from field trips.</p>	<p>Create a simple table to present findings from fieldwork.</p> <p>Ask geographical questions</p> <p>Record findings from field trips.</p> <p>Use appropriate terminology.</p> <p><b>UK</b></p>	<p>Begin to understand appropriate methods for data collection such as interviews and tallies</p> <p>Use a spreadsheet to record and amend</p>	<p>Select appropriate methods for data collection such as interviews, tallies and tables.</p> <p>Use a spreadsheet to record, amend and interrogate data</p> <p>Use graphs to display data</p>

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	EYFS	KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Gather Information</b>		Use a pro-forma to collect data e.g. tally survey.  <b>Into the woods Summer B</b>	Create and use a simple table to collect data e.g. tally survey  <b>Into the woods Summer B</b>	Begin to use appropriate terminology  <b>UK Summer A</b>	<b>Summer A</b>	information collected.  Use graphs to display data collected.  Begin to evaluate the quality of evidence collected and suggest improvements.  <b>Rural Lives Autumn B</b>	collected and draw conclusions.  Evaluate the quality of evidence collected and suggest improvements.  <b>Rural Lives Autumn B</b>

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	EYFS	KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sketching</b>	Create simple representations of people, objects and places.	Add labels onto a sketch map, map or photograph of features. <b>Travel and Transport Spring A</b>	Create plans and draw simple features in their familiar environment. <b>Travel and Transport Spring A</b>	Begin to draw an annotated sketches from observation including descriptive / explanatory labels and indicating direction.  <b>Throughout</b>	Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction.  <b>Throughout</b>	Use sketches as evidence in an investigation.  Annotate sketches to show geographical processes and patterns.  Evaluate their sketch against set criteria and improve it .  <b>Throughout</b>	Use sketches as evidence in an investigation.  Annotate sketches to describe and explain geographical processes and patterns.  Evaluate their sketch against set criteria and improve it .  <b>Throughout</b>

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	EYFS	KS1		LKS2		UKS2	
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<b>Audio/Visual</b>	Know that technology is used in a range of places and use technology for particular purposes.	Recognise a photo or a video as a record of what has been seen or heard.  <b>Seaside Summer A Into the woods Summer B</b>	Use a camera in the field to help to record what is seen.  <b>Seaside Summer A Into the woods Summer B</b>	Begins to select views to photograph  Begin to add titles and labels giving date and location information.  Consider how photo's provide useful evidence use a camera independently  Locate position of a photo on a map  <b>UK Summer A</b>	Select views to photograph  Add titles and labels giving date and location information  Consider how photo's provide useful evidence use a camera independently  Locate position of a photo on a map  <b>UK Summer A</b>	Make a judgement about the best angle or viewpoint when taking an image or completing a sketch.  Use photographic evidence in their investigations.  <b>Rural Lives Autumn B</b>  .	Choose the best angle or viewpoint when taking an image or completing a sketch.  Use photographic evidence in their investigations and evaluate the usefulness of images.    <b>Rural Lives Autumn B</b>

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	EYFS	KS1		LKS2		UKS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Making Maps</b>	<p>Create simple representations of people, objects and places</p>	<p>Draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p>Use photographs and maps to identify features</p> <p><b>Travel and Transport Spring A</b> <b>Into the woods Summer B</b></p>	<p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use and construct basic symbols in a key .</p> <p><b>Travel and Transport Spring A</b> <b>Into the woods Summer B</b></p>	<p>Try to make a map of a short route experiences, with features in current order</p> <p>Create a simple scale drawing</p> <p>Use standard symbols, and understand the importance of a key</p> <p><b>UK Summer A</b></p>	<p>Draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key.</p> <p>Use and recognise OS map symbols regularly.</p> <p><b>UK Summer A</b></p>	<p>Draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key.</p> <p>Use and recognise OS map symbols.</p> <p>Begin to recognise atlas symbols and topography.</p> <p><b>Map Skills Summer A</b></p>	<p>Draw plans and plans of increasing complexity using their own data.</p> <p>Draw a sketch map using symbols and a key.</p> <p>Use and recognise OS map symbols.</p> <p>Use and recognise atlas symbols and topography.</p> <p><b>Map Skills Summer A</b></p>

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<b>Using Maps</b>	<p>Use basic positional language</p> <p>Use photos to talk about places they have been</p>	<p>Use a simple picture map to move around the school.</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards.</p> <p><b>Travel and Transport Spring A</b></p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p><b>Travel and Transport Spring A</b> <b>Into the woods Summer B</b></p>	<p>Follow a route on a map.</p> <p>Use simple compass directions (North, <b>South, East, West</b>)</p> <p><b>Travel and Transport Spring A.</b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p><b>Travel and Transport Spring A</b> <b>Into the woods Summer B</b></p>	<p>Follow a route on a map with some accuracy</p> <p>Locate places using a range of maps including OS &amp; digital</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p><b>UK Summer A</b></p>	<p>Follow a route on a large-scale map</p> <p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer map</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><b>UK Summer A</b></p>	<p>Begin to use a map to follow a short route on an OS map.</p> <p>Begin to describe the features shown on an OS map.</p> <p>Select the best map for an activity.</p> <p>Begin to use atlases to find out other information (e.g. temperature)</p> <p>Use 8 figure compasses and begin to use 6 figure grid references.</p>	<p>Follow a short route on an OS map</p> <p>Describe the features shown on an OS map</p> <p>Select the best map for an activity.</p> <p>Use atlases to find out other information (e.g. temperature)</p> <p>Use 8 figure compasses and use 6 figure grid references.</p> <p>Describe the features shown on an OS map</p>

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		<p>Use relative vocabulary such as bigger, smaller, like, dislike.</p> <p><b>Ongoing</b></p>	<p>Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non European country.</p> <p><b>Superheroes Spring B</b></p>			<p>Compare maps with aerial photographs</p> <p><b>Map Skills Summer A</b></p> <p><b>Space and Our World Autumn A</b></p>	<p>Use lines of longitude and latitude on maps</p> <p>Compare maps with aerial photographs</p> <p><b>Map Skills Summer A</b></p> <p><b>Space and Our World Autumn A</b></p>



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