

Geography Progression – Location Knowledge

By the end of EYFS		By the end of KS1		
Locational Knowledge	Begin to understand the need to respect and care for the natural environment and all living things.	Describe what they see, hear and feel whilst outside.	L1 Know where England, Northern Ireland, Scotland and Wales are on a map of the UK?	L1 Know the names of the four countries that make up the UK
	Talk about what they see, using a wide vocabulary.	Explore the natural world around them.	L2 Be able to locate their nearest town or city on a map of the United Kingdom?	L2 Know the names of the three main seas that surround the UK
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Recognise some environments that are different to the one in which they live.		L3 Locate the nearest town or city on a map of the UK
		Draw information from a simple map.		L4 Locate a number of cities on a map of the UK
		Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. People, Culture and Communities ELG * End of EYFS Assessment Point.		L5 Know the names of the UK's and worlds main airports and their locations
				L6 Know the names of and locate the seven continents of the world
				L7 Know the names of and locate the five oceans of the world
National curriculum				
<ul style="list-style-type: none"> • Name and locate 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. 				

Geography Progression – Place Knowledge

		By the end of EYFS	By the end of KS1		
		←	→		
Place Knowledge	Talk about what they see, using a wide vocabulary.	Recognise some environments that are different to the one in which they live	P1 Understand why it is important for all streets to have a name, including post code?	P1 Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons	
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Recognise some similarities and differences between life in this country and life in other countries.	P2 Know my address, including postcode	P2 Explain some of the advantages and disadvantages of living in a city or village	
		Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. People, Culture and Communities ELG * End of EYFS Assessment Point.	P3 Know the name of their nearest town or city	P3 Know the main differences between the climate and features of a place in England and that of a small place in a non-European country	
		Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. People, Culture and Communities ELG * End of EYFS Assessment Point	P4 Observe and record information about the local area, i.e. types of shops, bus stops etc. P5 Compare geographical similarities and differences with two areas in the UK	P4 Make use of photographs to consider contrasting areas	
National curriculum					
<ul style="list-style-type: none"> 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. 					

Geography Progression- Physical Geography

		By the end of EYFS	By the end of KS1	
Human and Physical Geography	Explore and talk about different forces they can feel.	Explore the natural world around them.	H1 Talk about the features in the local environment.	H1 Know some of the characteristics associated with a coastal place in comparison to where they live
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Understand the effect of changing seasons on the natural world around them.	H2 Know where the equator is on a world map and globe	H2 Know about the key physical and human features of a coastal place
		Recognise some similarities and differences between life in this country and life in other countries.	H3 Know where the North Pole and South Pole are on a world map and globe.	H3 Identify the following physical features: mountain, island, river, cliff, harbour, port and beach
		Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. People, Culture and Communities ELG * End of EYFS Assessment Point	H4 Begin to basic geographical vocabulary based on human and physical features	H4 Know about the features in their local environment
			H5 Know some of the key physical and human features of very hot or very cold places	H5 Know how human and physical features often depend on the climate of a place.
				H6 Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people



National curriculum <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">○ 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.				

Geography Progression – Geographical skills & Fieldwork



By the end of EYFS		By the end of Key Stage 1		
Geographical Skills and Fieldwork	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Draw information from a simple map.	F1 Understand that maps and the globe are used to locate key places around the world?	F1 Study aerial photographs and use locational and directional language when doing so
		Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. People, Culture and Communities ELG * End of EYFS Assessment Point.	F2 Be able to follow a simple road map and recognise key landmarks, such as a church	F2 Make a model, using road strips and toy buildings that shows features in an area
			F3 Take photographs of locally interesting geographical features	F3 Use Google Earth to find features in their locality
			F4 Know which is N, E, S and W on a compass	F4 Know and use the terminologies: left and right; below, next to

			F5 Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.	F5 Talk about the main differences between a world map and a globe
			F6 Talk about the main differences between a world map and a globe	F6 Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons

National curriculum

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well 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.
- 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.

Geography Progression – Locational Knowledge

		By the end of Lower Key Stage 2	By the end of Upper Key Stage 2
			
Locational Knowledge	L1. Know why we have capital cities	L1. Know the names of and locate at least eight European countries and capitals on a map	L1. Know the names of, and locate, a number of South and North American countries
	L2. Know the names of other European capitals	L2. Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate	L2. Find out about Brazil's key features, including human and physical issues
	L3. Know why most significant cities are situated next to a river	L3. Distinguish between the Northern and Southern hemisphere on both a world map and a globe	L3. Know about time zones and work out differences
	L4. Know the names and location of many famous rivers in the UK and the world		L4. Appreciate how historically there have been changes to many countries across the world, including changes in names.
			L5. Know where many of the world's rainforest are situated
			L6. Know what is meant by the term 'tropics'
			L7. Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly

				L8. Know about time zones and work out differences
				L9. Be familiar with topographical maps and know about contours, etc
				L.10 Know what is meant by latitude and longitude

National curriculum

- **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).**

Geography Progression – Place Knowledge

By the end of Lower Key Stage 2		By the end of Upper Key Stage 2		
Place Knowledge	P1. Know the main differences between a rural and an urban location within the UK	P1. Know at least five differences between living in the UK and a Mediterranean country	P1. Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features.	P1. Understand geographical similarities and differences through the study of human and physical geography (world)
	P2. Talk about the features in their local environment and compare it with another they know	P2. Explain what a place is like and why	P2. Know key differences between living in the UK and in a country in North America	
			P3. Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with	
			P4. Explain what a place is like and why	
			P5. Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features	

National curriculum

- 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.

Geography Progression – Human & Physical Geography

		By the end of Lower Key Stage 2		By the end of Upper Key Stage 2	
Human and Physical Geography	H1. Know and explain clearly the difference between a major city and a town or village	H1. Know the key physical and human characteristics of the Mediterranean	H1. Know about fruits and natural resources that South American countries have	H1. Appreciate that climate and physical features has an important part to play when considering how people live	
	H2. know the names and purpose of many of London's famous buildings	H2. Know what is meant by the term 'biome'	H2. Know what is meant by the term 'street children'	H2. Know what causes an earthquake and tsunami	
	H3. Know how a river is formed	H3. Recognise the physical conditions necessary for the creation of different biomes	H3. Know key physical and human characteristics of a chosen location in South America	H3. Know the different parts of a volcano	
	H4. Know the difference between the upper, middle and lower courses of a river	H4. Label layers of a rainforest and know what deforestation is	H4. Know how a continent's climate can vary and impact on people's lives	H4. Know the names of a number of the world's highest mountains	
	H5. Know how waterfalls and ox bow lakes are formed	H5. Research to find specific information related to geographical features	H5. Know how the lives of children vary across the world	H5. Know what we mean by climate change	
	H6. Know what erosion and deposition are in relation to rivers	H6. Recognise that different climate dictates the human activity possible in a different landscape.	H6. Know why industry is important to the world	H6. Recognise the issues associated with industry and climate zone.	
	H7. Know why many cities are situated next to a river	H7. Know how different countries trade with each other	H7. Reflect on the key changes that have occurred in buildings, trade and population	H7. Know what we mean by 'greenhouse gases' and the "ozone layer"	
	H8. Know why rivers cause flooding	H8. Know what is meant by sustainability, global citizenship	H8. Know what is meant by biomes and what are the features of a	H8. Know about the campaign of Greta Thunberg and others.	

		and ethical codes	specific biome	
		H9. Know which countries are exploited and locate them on a world map	H9. Label layers of a rainforest and know what deforestation is	
		H.10 Understand what people mean by 'Fairtrade'		
		H.11 Know why it is important to work to a culture of Fairtrade		
		H.12 Know what is meant by sustainability, global citizenship and ethical codes		

National curriculum

- **Describe and understand key aspects of:**
 - **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**

Geography Progression – Geographical Skills & Fieldwork

By the end of Lower Key Stage 2		By the end of Upper Key Stage 2		
Geographical Skills and Fieldwork	F1. Use maps to locate places within the UK	F1. Create a field sketch, sometimes from photographs or from aerial photographs	F1. Use Google Earth to locate a country or place of interest (rainforest, other biomes river etc)	F1. Create sketches to help with field work related to a mountainous area
	F2. Create a report after a fieldwork activity that focuses on geographical features observed	F2. Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.	F2. Use graphs to record features such as temperature or rainfall across the world	F2. Create a model from a relief map
	F3. Use systematic sampling and data collecting as part of fieldwork activity	F3. Use graphs to record features such as temperature or rainfall across the world	F3. Carry out tests over time, evaluate changes and consolidate their understanding	F3. Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc
	F4. Produce freehand map of a known place, e.g., moving from one place to another in London	F4. Understand how to use four-figure grid references	F4. Add annotations, such as label and captions to freehand	F4. Know how to use six-figure grid references
	F5. Use world and UK maps to locate famous rivers	F5. Use world map to identify geographical features, such as biomes	F5. To review, apply and consider next steps as a result of their geographical enquiry	F5. Set up a geographical fieldwork enquiry, starting with a hypothesis
	F6. Use a local map to follow the course of a river close to the school		F6. Create journey booklets, to include maps, sketches and samples to capture what a place is like e.g. mountainous area	F6. To review, apply and consider next steps as a result of their geographical enquiry
	F7. Use Google Earth to follow the course of a local or near river			F7. Create map displays to communicate their fieldwork

				investigations
	F8. Make models to illustrate erosion and depositions in a river			F8. Use digital mapping software packaged with confidence
	F9. Create a model of a river showing features such as meanderings, etc.			
	F10. Carry out a local river survey, to include field sketches			
National curriculum <ul style="list-style-type: none"> • 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. 				