## **Geography: Progression Grid**



Geography The areas of EYF	S that prepare chi	ldren for the Natio	onal Curriculum programmes of study.		
Reception	Understanding the World		<ul> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>		
ELG	Understanding the World	People, Culture and Communities	<ul> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>		
		Fhe Natural World	<ul> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>		

KEY SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational	Name and locate	Name and locate	With increasing	Confidently locate	Mostly, locate countries of	Confidently locate
Knowledge	three of the seven	the seven	accuracy, locate	countries in Europe, North	the world on a map	countries of the world on
	continents of the	continents of the	countries in Europe,	and South America on a		a map
	world	world	North and South	map	Mostly locate counties and	
	Name and Incate	Name and lacate	America on a map	Landa sida at da LUZ	cities of the UK	Confidently locate
	Name and locate two of the five	Name and locate the five oceans of	With increasing	Locate cities of the UK	Identify most for the	counties and cities of the UK
	oceans of the world	the world	With increasing accuracy, locate cities	and are beginning to identify counties	Identify most for the position and significance of	UK
	oceans of the world	lile world	of the UK	identity counties	latitude, longitude, Equator,	Identify the position and
	Name and locate	Name and locate	or the ort	Identify at least 4 for the	Northern Hemisphere,	significance of latitude,
	three of the four	the four countries of	Identify at least the	position and significance	Southern Hemisphere, the	longitude, Equator,
	countries of the UK	the UK	position of Equator,	of latitude, longitude,	Tropics of Cancer and	Northern Hemisphere,
			Northern Hemisphere,	Equator, Northern	Capricorn, Arctic and	Southern Hemisphere, the
	Name two of the	Name the four	Southern Hemisphere,	Hemisphere, Southern	Antarctic Circle, the Prime/	Tropics of Cancer and
	four capital cities of	capital cities of the	Arctic and Antarctic	Hemisphere, the Tropics	Greenwich Meridian and	Capricorn, Arctic and
	the UK	UK	Circle and the Prime/	of Cancer and Capricorn,	time zones	Antarctic Circle, the
			Greenwich Meridian	Arctic and Antarctic		Prime/ Greenwich
				Circle, the Prime/	Identify aspects of the	Meridian and time zones
				Greenwich Meridian and	physical and human	0 61 0 11 07 1
				time zones	geography that have	Confidently identify how
					changed over time	aspects of the physical
						and human geography have changed over time
Place	Identify seasonal	Identify seasonal	Study a small area in	Study a region of the U.K,	Study a region of the U.K, a	Study a region of the U.K,
Knowledge	patterns	and daily weather	the U.K and in a non-	a region in a European	region in a European	a region in a European
1	P	patterns	European country and	country and a region	country and a region within	country and a region
	Locate hot and cold	•	are able to understand	within North or South	North or South America	within North or South
	areas of the world	Locate hot and cold	similarities and	America and are	and can identify similarities	America and are able to
	in relation to the	areas of the world	differences in human	beginning to identify	and differences between	understand similarities
	Equator and North	in relation to the	geography	similarities and	the three in physical	and differences between
	or South Poles	Equator and North		differences between the	geography	the three in physical
		and South Poles	Study a small area in	three in physical		geography
	Identify a few	I al a matify a a inacil a miti a a	the U.K and in a non-	geography	Study a region of the U.K, a	Chirdren wasting of the LLK
	similarities and differences in	Identify similarities and differences in	European country and are able to understand	Study a region of the U.K,	region in a European country and a region within	Study a region of the U.K, a region in a European
	human geography	human geography	similarities and	a region in a European	North or South America	country and a region
	between a small	between a small	differences in physical	country and a region	and can identify similarities	within North or South
	area in the U.K and	area in the U.K and	geography	within North or South	and differences between	America and are able to
	in a non-European	in a non-European	3-39:4P:1)	America and are	the three in human	understand similarities
	country	country		beginning to identify	geography	and differences between
		•		similarities and		the three in human
	Identify a few	Identify similarities		differences between the		geography
	similarities and	and differences in		three in human geography		
	differences in	physical geography				

Human and Physical Geography	physical geography between a small area in the U.K and in a non-European country  Beginning to use basic geographical vocabulary to refer to human features  Beginning to use basic geographical vocabulary to refer to physical features	between a small area in the U.K and in a non-European country  Use a wide range of basic geographical vocabulary to refer to human features  Use a wide range of basic geographical vocabulary to refer to physical features	Describe a few aspects of physical geography  Describe a few aspects of human geography	Describe an increased range of aspects of physical geography  Describe an increased range of aspects of human geography	Describe and understand an increasing variety of key aspects of physical geography  Describe and understand an increasing variety of key aspects of human geography	Describe and understand a wide range of key aspects of physical geography  Describe and understand a wide range of key aspects of human geography
	Key aspects: Human features: including: city, town, village, factory, farm, house, office, port, harbour, shop Physical features: including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		key aspects:  Human geography: types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water  Physical geography: rivers, mountains, volcanoes and earthquakes, and the water cycle		key aspects:  Human geography: types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water  Physical geography: climate zones, biomes and vegetation belts	
Geographical skills and Fieldwork	Beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately  Use simple compass directions with increasing accuracy  Recognise landmarks with increased accuracy  Beginning to devise simple maps	Use maps, atlases and globes confidently to identify studied regions  Use simple compass directions confidently  Recognise landmarks  Devise a simple map with basic symbols in a key	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied and can use at least one confidently  Use four figure grid references and are becoming increasingly accurate with symbols and key  Beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area	Becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied  Beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)  With growing confidence use fieldwork to observe, measure, record and present the human and	Confidently use two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Mostly use the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)  Able to use fieldwork to observe, measure, record and present the human and physical features in the local area using some of	Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied  Confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)  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

	sketch maps, plans and graphs, and digital	local area practising	these methods: sketch maps, plans and graphs, and digital technologies	graphs, and digital technologies
		technologies		