

**Geography Progression – Reception to Year 6**

	ELG: People, Culture and Communities	ELG: The Natural World			
By the end of Reception	<ul style="list-style-type: none"> <li>Invite family members into school to discuss the differences in, eg, culture, growing up, everyday life, especially for those who grew up abroad.</li> <li>Observe our local environment.</li> <li>Recognise differences between our environment and other environments using a range of texts.</li> <li>Look at maps and observe where countries are in relation to each other.</li> </ul>	<ul style="list-style-type: none"> <li>Observe changes in the natural world during different seasons.</li> <li>Compare contrasting localities, eg, Witton, the countryside and deserts.</li> <li>Draw/paint examples of the natural world such as plants, animals and minibeasts.</li> <li>Observe how certain materials change when heated or cooled, eg, water – let the children see it as a liquid and when it is a frozen solid.</li> </ul>			
EYFS - ELGs	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</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>	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <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 and changing states of matter.</li> </ul>			
	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>	<b>Geography Topics</b>
By the end of Year 1	<p>As a geographer, can I:</p> <ul style="list-style-type: none"> <li>name and locate the four countries making up the United Kingdom as well as their capital cities with some support?</li> <li>name the surrounding seas of the United Kingdom?</li> <li>name and locate the world's seven continents and five oceans with some support?</li> </ul>	<p>As a geographer, can I:</p> <ul style="list-style-type: none"> <li>understand what is meant by physical and human features?</li> <li>identify physical and human features of different areas of the UK?</li> <li>recognise the physical and human similarities and differences between Weston-Super-Mare and Montego Bay?</li> <li>talk about what each of these places are like for the people who live there?</li> </ul>	<p>As a geographer, can I:</p> <ul style="list-style-type: none"> <li>recognise the four seasons we have in the United Kingdom and how the weather can change daily?</li> <li>compare and contrast different locations in the United Kingdom, eg, seaside, countryside, towns, etc?</li> <li>explain the differences and similarities between Weston-super-Mare and Montego Bay in terms of their physical and human features?</li> <li>explain the difference between villages, towns and cities?</li> <li>understand the correct geographical vocabulary, eg, beach, coast, port, harbour, season, weather, etc to refer to the physical and human features of places studied?</li> </ul>	<p>As a geographer, can I:</p> <ul style="list-style-type: none"> <li>find the UK and other countries on a world map?</li> <li>find England, Scotland, Wales and Northern Ireland on a map of the UK?</li> <li>identify the 4 main compass points (north, south, east and west)?</li> <li>explain what an aerial photograph is?</li> <li>create a simple map using a key?</li> </ul>	<p>Autumn 1 – What We Eat</p> <p>Spring 1 – The Amazing UK</p> <p>Summer 2 – Seaside Study (Weston-super-Mare and Montego Bay)</p>
By the end of Year 2	<p>As a geographer, can I:</p> <ul style="list-style-type: none"> <li>remember the names of the four countries making up the United Kingdom as well as their capital cities?</li> <li>locate these countries and their capital cities on a map of the United Kingdom?</li> <li>name and locate the surrounding seas of the United Kingdom?</li> <li>name and locate the world's seven continents and five oceans?</li> </ul>	<p>As a geographer, can I:</p> <ul style="list-style-type: none"> <li>give examples of physical and human features?</li> <li>recognise the similarities and differences between Birmingham and areas in other countries?</li> <li>talk about why life is different for the people who live in these countries?</li> <li>identify the similarities and differences between two contrasting cities? (St Davids in Wales and Taxco in Mexico)</li> </ul>	<p>As a geographer, can I:</p> <ul style="list-style-type: none"> <li>ask and answer geographical questions such as: Who would live in this place? How do the people make use of the land?</li> <li>know the four seasons we have in the United Kingdom and how the weather can change daily?</li> <li>compare and contrast the United Kingdom with other countries around the world, focussing on their human and physical features?</li> <li>talk about hot and cold places in the world, discussing in relation to the Equator and the North and South Poles?</li> <li>understand and use the correct geographical vocabulary, eg, beach, coast, port, harbour, season, weather, etc to refer to the physical and human features of places studied?</li> </ul>	<p>As a geographer, can I:</p> <ul style="list-style-type: none"> <li>confidently find the UK and a range of other countries on a world map?</li> <li>use the 4 main compass points (north, south, east and west) accurately?</li> <li>walk around the school and local area and identify a range of human and physical features?</li> <li>explain why the area has changed over time?</li> <li>use a digital map of Taxco and add physical features to a paper map of Taxco?</li> </ul>	<p>Autumn 2 – Weather</p> <p>Spring 2 – Our School and Local Area</p> <p>Summer 1 – Comparing Cities: St Davids (Wales) and Taxco (Mexico)</p>
End of KS1 NC	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<p>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.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	

By the end of Year 3	As a geographer, can I: <ul style="list-style-type: none"> <li>identify some of the countries within each of the 7 continents?</li> <li>explain what the Equator is?</li> <li>describe the climate between the Tropics of Cancer and Capricorn?</li> <li>identify cities, towns and counties in the UK?</li> <li>research countries in different continents and identify their capital cities and some of their physical and human features?</li> </ul>	As a geographer, can I: <ul style="list-style-type: none"> <li>identify a range of physical and human features in Italy and discuss similarities/differences to the UK?</li> </ul>	As a geographer, can I: <ul style="list-style-type: none"> <li>explain what 'biomes' are and give examples of some?</li> <li>explain that the majority of African countries are hot because they lie between the Tropics of Cancer and Capricorn?</li> <li>name some mountains and rivers from around the world?</li> <li>explain what a volcano is?</li> </ul>	As a geographer, can I: <ul style="list-style-type: none"> <li>explain what an atlas is?</li> <li>use a range of maps accurately, eg, paper, digital, globes, etc?</li> <li>locate countries on a map/globe within Africa?</li> <li>follow a map to navigate myself around the local area?</li> </ul>	Autumn 1 – Amazing Atlases and Marvellous Maps  Spring 1 – Africa  Summer 1 – Italy
By the end of Year 4	As a geographer, can I: <ul style="list-style-type: none"> <li>name some counties within South America?</li> <li>confidently explain what the Equator and Tropics of Cancer and Capricorn are?</li> <li>identify and compare some of the physical and human features of Brazil and Chile?</li> </ul>	As a geographer, can I: <ul style="list-style-type: none"> <li>explain the physical and human features of the Amazon Rainforest?</li> <li>identify the physical and human features of Birmingham?</li> </ul>	As a geographer, can I: <ul style="list-style-type: none"> <li>remember what biomes are and give examples of them?</li> <li>explain what an ecosystem is and why they are important?</li> <li>identify some Brazilian ecosystems?</li> <li>identify some physical features, eg, rivers, mountains, biomes, etc.</li> <li>identify some human features, eg, settlements, land use, etc.</li> </ul>	As a geographer, can I: <ul style="list-style-type: none"> <li>understand and use the 8 points of a compass?</li> <li>use a range of maps to locate countries in Europe and South America?</li> <li>collect evidence and observe physical and human features in my local area?</li> <li>create a map of my local area?</li> </ul>	Autumn 1 – South America: Brazil and The Amazon  Spring 1 – My Cultural Identity  Summer 2 – Exploring My Local Area
By the end of Year 5	As a geographer, can I: <ul style="list-style-type: none"> <li>explain what is meant by topography and how this is shown on maps?</li> <li>explain how rivers and mountains are formed?</li> <li>talk about the Equator, latitude and longitude, Prime/Greenwich meridian and time zones?</li> </ul>	As a geographer, can I: <ul style="list-style-type: none"> <li>explain why some countries are more prone to natural disasters such as tornadoes, earthquakes and volcanoes than other countries?</li> <li>compare similarities and differences between the physical and human features of Birmingham, Rome and the Amazon?</li> </ul>	As a geographer, can I: <ul style="list-style-type: none"> <li>talk about different settlements and why people settle in these places?</li> <li>explain what causes volcanoes and earthquakes?</li> <li>confidently talk about the differences and similarities in physical and human features in contrasting locations?</li> </ul>	As a geographer, can I: <ul style="list-style-type: none"> <li>locate a range of countries and identify which continent they are in?</li> <li>use an Ordnance Survey map and identify the symbols used on them?</li> <li>recognise the use of 4 and 6-figure grid references numbers to locate specific places in Great Britain?</li> </ul>	Autumn 2 – Rivers and Mountains  Spring 2 – Natural Disasters  Summer 2 – Comparing Birmingham, Rome and The Amazon
By the end of Year 6	As a geographer, can I: <ul style="list-style-type: none"> <li>confidently name a range of countries in each of the 7 continents?</li> <li>explain what is meant by the Equator, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones?</li> <li>identify the latitude and longitude of different cities?</li> </ul>	As a geographer, can I: <ul style="list-style-type: none"> <li>explain why there are geographical similarities and differences in different regions in the world?</li> <li>understand how the physical features of the UK have changed since the last Ice Age?</li> </ul>	As a geographer, can I: <ul style="list-style-type: none"> <li>identify the physical and human features of Afghanistan?</li> <li>explain why some people migrate and settle in other areas of the UK or in different countries?</li> <li>explain what is meant by forced migration?</li> <li>explain what effect climate change and deforestation is having on the physical and human features in different parts of the world?</li> </ul>	As a geographer, can I: <ul style="list-style-type: none"> <li>use and understand 4 and 6-figure grid reference numbers?</li> <li>use the 8 compass points and plot possible journeys migrants may have made?</li> <li>make observations of the local area, drawing these features onto a map, and present my conclusions to the rest of the class?</li> </ul>	Autumn 1 – Migration  Spring 1 – Saving The Planet  Spring 2 – How The UK Has Changed
End of KS2 NC	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>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.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the 8 points of a compass, 4- and 6-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.</li> <li>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.</li> </ul>	