

Geography Curriculum Progression

Geography within the Early Years Foundation Stage

Geography is explored through the Early Learning Goals Understanding the World - People, Culture and Communities and Understanding the World - The Natural World.
Early substantive and disciplinary knowledge is planned and delivered through a tailored, 'in the moment' approach to engage all children of differing needs, prior experience and interest and will be evident through a range of child led and adult focussed activities

Key concept / Golden Thread	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Know the names of 7 continents and 5 oceans. Name the four countries of the UK and their capital cities.	Name and locate the 7 continents and 5 oceans. Name, locate and identify the 4 countries of the UK, their capital cities and the surrounding seas	Locate some countries of Europe and N/S America using maps Begin to identify position of longitude / latitude and Equator. Begin to identify the tropics, Arctic and Antarctica	Locate more countries of Europe and N/S America using maps. Name and locate countries / cities of the UK describing geographical regions and topographical features.	Locate majority of the world's countries / major cities using maps (focus on Europe and N/S America) and identify key physical and human features. Confidently locate and Equator / tropics / Arctic and Antarctica / Greenwich Meridian	Locate world's countries and cities using maps and explain environmental regions, key physical / human features. Name and locate countries, cities and regions of the UK.
Place knowledge	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.	Talk about similarities and differences between an area of the UK and a non-European area.	Identify similarities / differences in physical / human geography between the area of UK and non-European area.	Begin to explain geographical similarities and differences (region of the UK, European country and N/S America)	Explain geographical similarities and differences (region of the UK, European country and N/S America) and communicate geographically.	Examine geographical similarities and differences (regions of the UK, European country and N/S America).	Analyse geographical similarities and differences (regions of the UK, European country and N/S America).
Geographical skills and fieldwork	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Start to use world maps atlases and globes Begin to use simple compass directions and locational language Draw simple maps	Use world maps atlases and globes. Devise simple maps and create a key using symbols. Use simple compass directions and locations to describe features and routes.	Confidently use world maps, atlases and globes and begin to use digital mapping	Securely use world maps, atlases and globes and use digital mapping.	Securely use world maps, atlases and globes; use digital mapping to build knowledge of the wider world.	Apply understanding of positional language e.g. longitude, latitude to explain geographical characteristics.
Physical geography	Know some similarities and differences between the natural world around them and contrasting environments,	. Find hot and cold areas in the world. . Talk about daily weather and weather patterns in the UK	Locate and name hot and cold areas in the world in relation to equator and North and South Poles.	Begin to describe some aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle).	Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle).	Explain key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle).	Examine and explain key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle).

<p>Human Geography</p>	<p>drawing on their experiences and what has been read in class</p>	<p>Use aerial photos and plans to recognise landmarks.</p>	<p>Use aerial photos and plans to identify human, physical features</p>	<p>Begin to describe some aspects of human geography (settlement, land use, distribution of natural resources)</p>	<p>Describe and understand aspects of human geography (settlement, land use, distribution of natural resources)</p>	<p>Explain aspects of human geography (settlement, land use, distribution of natural resources and economic activity)</p>	<p>Describe and understand key aspects of: Human geography (settlement, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p>
<p>Observing changes over time</p>	<p></p>	<p></p>	<p></p>	<p>Start to discuss changes in physical and human characteristics</p>	<p>Explore how some aspects of physical and human characteristics have changed over time.</p>	<p>Observe, record and present human/ physical changes of local area using maps, sketches, plans, graphs, digital technology (e.g. numerical, quantitative and writing at length)</p>	<p>In a variety of ways, observe, record and present human/ physical changes of local area using maps, sketches, plans, graphs, digital technology.</p>