

# GEOGRAHY PROGRESSION MAP

	EYFS - Early Learning Goal	Y1	Y2	Y3	Y4	Y5	Y6
To investigate places		<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases or globes to identify the United Kingdom and its countries studied, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images to recognise and discuss landmarks and basic physical features..</li> <li>• Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name some of the world's continents and oceans.</li> </ul>		<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Begin to explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate some counties and cities of the United Kingdom.</li> <li>• Name and locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns.</li> <li>• Understand how some of the above aspects have changed over time.</li> <li>• Name and locate several of the countries of Europe and discuss their main physical and human characteristics.</li> </ul>		<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Discuss how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns.</li> <li>• Understand how some of these aspects have changed over time.</li> <li>• Name and locate some of the countries of North and South America and identify some of their main physical and human characteristics.</li> </ul>	

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To investigate patterns		<ul style="list-style-type: none"> <li>Show some understanding of geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Discuss and identify land use around the school.</li> </ul>		<ul style="list-style-type: none"> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>Describe some geographical similarities and differences between countries.</li> <li>Discuss and describe how the locality of the school has changed over time.</li> </ul>		<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Discuss and describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Discuss and describe examples of geographical diversity across the world.</li> <li>Begin to understand how countries and geographical regions are interconnected and interdependent.</li> </ul>	
To communicate geographically	<p><b>UW: The World</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including many of the following: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>key human features, including many of the following: city, town, village, factory, farm, house, office and shop.</li> </ul> </li> <li>Discuss and use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features on a map.</li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	<ul style="list-style-type: none"> <li>Describe key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>human geography, including: settlements and land use.</li> </ul> </li> <li>Begin to use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate some knowledge of the United Kingdom and the world.</li> <li>Study and create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>			