



## Geography Progression EYFS to Year 6

Phase	Locational knowledge	Place knowledge	Physical	Human
EYFS	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	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 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	Explore the natural world around them, making observations and drawing pictures of animals and plants  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
KS1	Name and locate the world's 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	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	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: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop



## Geography Progression EYFS to Year 6

Phase	Locational knowledge	Place knowledge	Physical	Human
<b>Lower KS2</b>	<p>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</p> <p>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</p>	<p>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 (Naples)</p>	<p>Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, the water cycle and introduced to biomes.</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity,</p>
<b>Upper KS2</b>	<p>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)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America (Sao Paulo)</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</p>	<p>Describe and understand key aspects of 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</p>



## Geography Progression EYFS to Year 6

Phase	Geographical skills and field work		
	Map work	Map and compass work	Field work
EYFS	<ul style="list-style-type: none"> <li>• Hands on experiences of world around them – exploration and talk</li> <li>• Capturing observations, similarities and differences-comparing and contrasting</li> <li>• Making representations of the world around them</li> <li>• Exploring position, direction, shape and size – compare, contrast, making connections</li> <li>• Using and creating simple maps- journey sticks/lines</li> </ul>		
Ks1	<p>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</p> <p>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</p>	<p>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</p>	<p>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.</p>
KS2	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>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</p>	<p>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.</p>