

Geography Curriculum: Progression Ladder

Nursery

Reception

Early Years Foundation Stage

Geographical Skills and Fieldwork

Skills: <ul style="list-style-type: none"> To engage in discussions about where things are and what they can see around them To give simple directions in a familiar setting. 	Knowledge: <ul style="list-style-type: none"> To know the purpose of a map. To know that a map is about a place. To know that directions can be followed and lead to different places. 	Skills: <ul style="list-style-type: none"> To use vocabulary such as 'near' and 'far' to talk about places that are familiar to them. To interpret, use and create simplified maps of familiar areas for a specific context such as a treasure hunt. 	Knowledge: <ul style="list-style-type: none"> To know that directions can be verbal, pictorial or written. To know that symbols and signs can represent objects that do not move on a map.
Locational Knowledge			
Skills: <ul style="list-style-type: none"> To draw a picture of a place that is familiar to them such as their bedroom, classroom or outdoor area and being able to talk about key features. To be able to talk about familiar places to them outside of home or school eg. Nanny's house, ASDA etc. 	Knowledge: <ul style="list-style-type: none"> To know what type of home they live in. 	Skills: <ul style="list-style-type: none"> To name and describe landmarks or places that are familiar to them in their local area. 	Knowledge: <ul style="list-style-type: none"> To know the country that they live in. To know that more than one house is a village or town. To know and be able to discuss where they live in relation to their house number, road/street, town etc. To know that every house has an address.
Place Knowledge			
		Skills: <ul style="list-style-type: none"> To listen and engage in discussions around stories about different countries and cultures. To discuss similarities and differences between life in this country and life in another country using stories, non-fiction texts and – when appropriate – maps. 	Knowledge: <ul style="list-style-type: none"> To know that not all countries are the same.
Human and Physical Geography			
	Knowledge: <ul style="list-style-type: none"> To know that weather changes according to the seasons. To know that we need to dress accordingly to keep ourselves safe. 		Knowledge: <ul style="list-style-type: none"> To know weather changes according to the seasons and where we are in the world.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Geography

Geographical Enquiry

<ul style="list-style-type: none"> Observe changes in weather over both short and long periods of time. Investigate their immediate surroundings. Begin to develop an understanding of the town/city they reside in. Ask and answer simple questions about their environment. Begin to identify and sort human and physical features of their locality. 	<ul style="list-style-type: none"> Observe changes over times, including weather and their local human and physical environment. Ask and answer more focused geographical questions, such as: where is? What is like? Is it the same as ? Investigate a widening field of study. Develop a secure understanding of their country. Name and Identify human and physical features in their locality, the UK and a non European location. Use images, including aerial images to investigate places of study. Begin to use formal maps, globes and atlases. 	<ul style="list-style-type: none"> Begin to draw conclusions for why settlements might be located where they, in relation to physical features. Use reference books, stories, photos, digital devices to find and begin to interpret information. Begin to collect evidence about a location. Begin to use field work to observe, measure and record information about a location. Present and interpret data using graphs and tables, including bar charts, pictograms. Begin to present information using digital technologies. Begin to draw conclusions about fields of study from the evidence collected. Begin to identify links between human and physical features, identifying how one can impact on the other. 	<ul style="list-style-type: none"> Suggest and draw conclusions about how physical and human features are inter-related. Use reference books, stories, photos, digital devices, aerial images to find and interpret information. Collect evidence and formulate opinions. Identify things that they like or dislike about a location, suggesting ways in which they could be improved. Present and interpret data using graphs and tables, including: continuous line data, pictograms, bar charts, pie charts. Draw conclusions about fields of study from the evidence collected. Present information using digital technologies. Begin to identify links between human and physical features, identifying how one can impact on the other.
--	---	--	---

Mapping (including drawing)

<ul style="list-style-type: none"> Use and begin to interpret simple maps of their immediate surrounds. Locate key aspects of the locality on a map, e.g. office, classroom, hall. Devise simple maps of the surroundings, such as classroom, school, playground. Begin to create simple keys using symbols. 	<ul style="list-style-type: none"> Use simple continental globes to locate the 7 continents and 5 oceans. Use maps of the United Kingdom to name and locate the four countries and their respective capital cities. Use maps and atlases to name the seas surrounding the United Kingdom. Locate key human and physical features of a location, using increasingly more complex maps. Begin to recognise and use more formal keys and symbols. 	<ul style="list-style-type: none"> Use political globes to locate countries and key cities of the Europe, inc: Russia. Use globes, large scale maps and atlases, to locate and name key rivers within the United Kingdom and Europe. Use large scale maps and atlases to locate a widening range of human and physical features of the UK, including: topographical features, settlements and land use. Use maps to identify changes of periods of time. Use keys and symbols relevant to the resources being used. Use large scale maps and atlases to locate countries and capital cities of European nations. Annotate maps with labels and symbols. 	<ul style="list-style-type: none"> Use physical globes to locate countries, cities and physical features of the world. Use globes, OS Maps, large scale maps and atlases to locate key human and physical features across the globe. Recognise and use symbols and keys to locate key human and physical features on a map. Use symbols and keys on Ordnance Survey maps to locate both human and physical features of a variety of locations. Annotate maps using relevant symbols, labels and keys. Use maps to identify key lines of latitude, including: equator, tropics, artic and Antarctic circle. Use maps to identify key lines of longitude, including: the Prime Meridian/Greenwich and the Time zones. Confidently notice changes over time, using maps. Map cities and topographical features across the world.
--	---	--	--

Location and direction

<ul style="list-style-type: none"> Name their locality. Name the four compass points. Begin to use language relevant to direction, such as: up, down, forward, left, right, far, near, next to, between. 	<ul style="list-style-type: none"> Name and locate the 7 continents of Earth. Names and locate all of Earth's five location. Confidently use language related to direction including: up, down, forward, left, right, far, near, next to, between, North, South, East and West. Name and use the four compass points. Identify directions using a compass. Name the four countries of the United Kingdom. Name the four capital cities of the United Kingdom. Name the seas that surround the United Kingdom. 	<ul style="list-style-type: none"> Name and locate countries within Europe. Name and locate the capital cities of larger European nations, including Russia. Name and locate counties, cities and regions of the United Kingdom. Identify key topographical features of the United Kingdom, including: hills, mountains, rivers, coasts. Identify how places have changed over time. Identify and talk about the difference between United Kingdom, Great Britain and the British Isles – including Ireland. 	<ul style="list-style-type: none"> Name and locate countries within Europe. Name and locate the capital cities of larger European nations, including Russia. Name and locate counties, cities and regions of the United Kingdom. Identify key topographical features of the United Kingdom, including: hills, mountains, rivers, coasts. Identify how places have changed over time. Begin to use the 8 points of the compass. Begin to use four figure co-ordinates to locate places on a map. 	<ul style="list-style-type: none"> Use knowledge of the northern and southern hemispheres, in relation to key lines of latitude. Name and locate countries across the globe. Locate and name cities across the globe. Identify key topographical features of the world, including: rivers, tectonics, volcanoes, biomes. Use the 8 points of the compass confidently. Use four figure grid references to locate places on a map. 	<ul style="list-style-type: none"> Use knowledge of the northern and southern hemispheres, in relation to key lines of latitude. Name and locate countries across the globe. Locate and name cities across the globe. Identify key topographical features of the world, including: rivers, mountain ranges, tectonics, volcanoes, biomes. Use the 8 points of the compass confidently. Use six figure grid reference to locate places and features on a map.
---	---	--	--	--	--

Place

<ul style="list-style-type: none"> Understand and discuss the similarities and differences within a small area of the United Kingdom. 	<ul style="list-style-type: none"> Understand and discuss the similarities and difference between a small area of the United Kingdom and a non-European country. 	<ul style="list-style-type: none"> Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in a European Country. Identify and locate key cities, regions of the United Kingdom and Europe. Identify and locate key topography features of the UK – rivers, coasts, mountain ranges. Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in a European Country. 	<ul style="list-style-type: none"> Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in South America. Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in South America. Identify and locate key cities, regions of the United Kingdom, Europe and the rest of the world. Identify and locate key topography features of the UK, Europe and the rest of the world, including: rivers, coasts, mountain ranges, volcanoes, biomes. Understand and discuss the key similarities and differences between a region of the United Kingdom and a region in South America. Understand the distribution of key natural resources across the globe, including: oil, gas, water, minerals, food.
--	---	---	--

Physical Geography

<ul style="list-style-type: none"> Identify and name types of weather, including: rain, snow, cold, warm, sunny, cloudy, windy. Identify and name common physical features in their surroundings, including, tree, field, river, stream, hill, season, weather, vegetation. 	<ul style="list-style-type: none"> Identify hot and cold areas on the Earth and relate this to the Equator and the North and South Pole. Identify and name physical features in a broadening field of study, including: river, coast, sea, ocean, hill, soil, sand, beach, weather, season, mountain, vegetation. 	<ul style="list-style-type: none"> Identify topographical features of the United Kingdom, including: river, mountain, coast, hill, height. Use relevant vocabulary. 	<ul style="list-style-type: none"> Describe and understand the physical processes and features of rivers. Describe and understand the physical processes and features involved in the Water Cycle. Use vocabulary relevant to rivers and the water cycle, e.g. evaporation, cycle, reservoir, precipitation. 	<ul style="list-style-type: none"> Describe and understand the physical processes and features of biomes, vegetation belts, volcanoes, tectonics and Earthquakes. Use vocabulary relevant to biomes, volcanoes, biomes, tectonics and Earthquakes. Identify similarities and differences between biomes and vegetation belts. 	<ul style="list-style-type: none"> Describe and understand the physical processes and features of biomes, vegetation belts, volcanoes, tectonics, Earthquakes and mountains. Use vocabulary relevant to biomes, volcanoes, biomes, tectonics, Earthquakes and mountains.
---	---	---	---	--	--

Human Geography

<ul style="list-style-type: none"> Identify and name common human features of their local environment and town/city, including: city, town, factory, office, shop, house, train station, petrol station, school, road. 	<ul style="list-style-type: none"> Identify and name common human features in a broadening field of study, including: city, town, factory, office, shop, house, train station, petrol station, school, road, port, harbour, train line. 	<ul style="list-style-type: none"> Describe and understand the types of settlements and how land has been used. Describe and understand the distribution of resources within the United Kingdom. Use vocabulary related to the settlements of the United Kingdom and Europe. 	<ul style="list-style-type: none"> Describe and understand the similarities and differences between human features of a European locality and the United Kingdom, including: settlement type, land use, economic activity. Use vocabulary relevant to land use and settlements, e.g. capital cities, industrial, residential 	<ul style="list-style-type: none"> Describe and understand the interrelationship between human and physical features being studied. Describe and identify the distribution of key natural resources across the globe. 	<ul style="list-style-type: none"> Describe and identify the economic links, trade and natural resources of an area of study – South America.
---	--	---	--	---	--