Geography Curriculum: Progression Ladder

Early Years Foundation Stage

Nursery

Reception

Geographical Skills and Fieldwork

Nursery Skills	Nursery Knowledge	Reception Skills	Reception Knowledge
• To engage in discussions about where things are and what they can see around them • To give simple directions in a familiar setting.	• 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.	• 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.	• 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

Nursery Skills	Nursery Knowledge	Reception Skills	Reception Knowledge
• 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.	• To know what type of home they live in.	• To name and describe landmarks or places that are familiar to them in their local area.	• 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

Nursery Skills	Nursery Knowledge	Reception Skills	Reception Knowledge
		• 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.	• To know that not all countries are the same.

Human and Physical Geography

Nursery Skills	Nursery Knowledge	Reception Skills	Reception Knowledge
	• To know that weather changes according to the seasons. • To know that we need to dress accordingly to keep ourselves safe.		• To know weather changes according to the seasons and where we are in the world.

Geography

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Geographical Enquiry

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Observe changes in weather over both short and long periods of time. • Investigate their immediate surrounds. • 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.	• 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.	• 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.	• 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)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• 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.	• 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.	• 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.	• 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 Ordinance 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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• 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.	• 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.	• 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.	• 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.	• 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.	• 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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Understand and discuss the similarities and differences within a small area of the United Kingdom.	• Understand and discuss the similarities and difference between a small area of the United Kingdom and a non-European country.	• 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.		• 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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• 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.	• 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.	• Identify topographical features of the United Kingdom, including: river, mountain, coast, hill, height. • Use relevant vocabulary.	• 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.	• 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.	• 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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• 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.	• 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.	• 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.	• 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	• Describe and understand the interrelationship between human and physical features being studied. • Describe and identify the distribution of key natural resources across the globe.	• Describe and identify the economic links, trade and natural resources of an area of study – South America.