

Curriculum Progression - Geography

	Three and Four Year Olds	Reception	Year 1	Year 2	Year 3	Year 4
Investigate Places			<ul style="list-style-type: none"> -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? -Identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area. -Use world maps, atlases and globes to identify the UK and its countries, as well as the countries continents and oceans studied. -Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. -Use aerial images and plan perspectives to recognise landmarks and basic physical features. -Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. -Name and locate the world's continents and oceans. 		<ul style="list-style-type: none"> -Ask and answer geographical questions about the physical and human characteristics of a location. -Explain own views about locations, giving reasons. -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. -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 with digital technologies. -Use a range of resources to identify the key physical and human features of a location. -Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, including hills, mountain, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. -Name and locate the countries of Europe and identify their main physical and human characteristics. 	
Investigate Patterns			<ul style="list-style-type: none"> -Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country. -Identify seasonal and daily weather patterns in the UK and the location of hot and cold 		<ul style="list-style-type: none"> -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. 	

			<p>areas of the world in relation to the equator and the North and South Poles.</p> <p>-Identify land use around the school</p> <p>-</p>		<p>-Describe geographical similarities and differences between countries.</p> <p>-Describe how the locality of the school has changed over time.</p>	
Communicate Geographically			<p>-Use basic geographical vocabulary to refer to:</p> <p>-key physical features, including beach, coast, forest, hill, mountain, ocean, river, solid, valley, vegetation and weather.</p> <p>-key human features, including; city, town, village, factory, farm, house, office and shop</p> <p>-Use compass directions (north south, east and west) and locational language *eg near and far) to describe the location of features and routes on a map.</p> <p>-Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</p>		<p>-Describe key aspects of:</p> <p>-physical geography, including: rivers, mountains volcanoes and earthquakes and land use.</p> <p>-use the eight points of a compass to communicate knowledge of the UK and the wider world.</p>	
Locational Knowledge	<p>Maths - Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Know that there are different countries in the world and talk about the differences they</p>	<p>Begin to explore globes and picture atlases. Begin to identify the locations of their home and school and other familiar places. Begin to describe locations using simple locational and directional language. Recognise some environments that are different to the one in which they live.</p>	<p>Use maps and a globe to identify continents and oceans and understand that both a map and a globe show the same thing Locate and name the four continents of the world. Locate and name the 4 countries that make up the UK. Locate and name the Arctic and Southern Oceans. Locate Africa on a</p>	<p>Use maps, atlases and /or globes to locate the northern and southern hemispheres and places on the equator which are the hottest To confidently identify the 4 countries of the UK and label the capital cities. Locate the Atlantic, Pacific and Indian Oceans Confidently locate</p>	<p>Use maps, atlases and /or globes to locate the Equator, the Tropics of Cancer and Capricorn. Build on prior knowledge of the UK regions and by using maps to locate countries of Europe. Use simple compass directions (North, South, East and West) to describe the locations of features on a map.</p>	<p>Use maps, atlases and /or globes to confidently locate all four hemispheres, prime meridian and begin to explore the lines of latitude and longitude. Use the compass points N NE, E, SE, S, SW, W, NW to direct and locate using a compass</p>

	have experienced or seen in photos.		map. Use simple compass directions (North, South, East and West) to describe the locations of features on a map.	Africa and the biomes within. Use simple compass directions (North, South, East and West) to describe the locations of features on a map.		
Place Knowledge		Begin to ask and answer simple geographical questions linked to location e.g. Where is...? Discuss and begin to describe own significant places such as home and school. Develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use regularly. Understand that places can have similarities and differences. Begin to identify the main geographical features of their immediate environment Describe their	Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different from where I live? Express own views about a place, people and environment. Draw and label pictures to show how places are different. Compare physical and human features.	Study pictures/videos of two differing localities and ask geographical questions e.g. What is it like to live in this place? How is this place different from where I live? How are lifestyles different? Explain the purpose of a capital city and form opinions on how this affects population size. Study pictures of the localities in the past and in the present and ask 'How has it changed?' Compare physical and human features beginning to pose questions.	Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different from where I live? How are lifestyles different? Study maps to make assumptions about the different areas of Europe e.g. using maps keys to identify mountainous areas, urban areas. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. Analyse evidence and draw conclusions e.g. make comparisons	Raise questions about the different hemispheres e.g. What are the similarities and differences? Make predictions on how they think life will be different in the two hemispheres. Make comparisons between different European countries focusing on settlements and human/physical features. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. Analyse evidence and draw conclusions e.g. make comparisons

		immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.			between locations in Europe using photos/pictures	between locations in Europe using photos/pictures
Human and Physical Geography	Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things.	Explore the natural world around them. Begin to name features/familiar places within the local environment e.g. school, home, house, road, park. Make observations of the local environment and begin to understand why some things occur and/or change. Identify similarities and differences between familiar places using basic vocabulary. Identify and begin to describe the daily weather and seasons using basic vocabulary. Explain some similarities and differences between life in this country and life in other countries, drawing on	Begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features. Identify key human and physical features of familiar places including the school, its grounds and the surrounding environment. Use some basic geographical vocabulary to identify key human and physical features of places studied. Begin to express opinions on the features of the immediate local environment. Identify seasonal and daily weather	Explain the main differences between human and physical geographical features. Understand and use a range of basic geographical vocabulary to identify human and physical features of the places studied. Make simple comparisons between the key human and physical features of places studied locally and abroad. Identify examples of extreme weather and where in the world these can be witnessed. Identify the main transport links within cities and explore the main advantages and disadvantages of	Begin to understand the terms 'physical geography' (the study of the natural features of the Earth) and 'human geography' (the study of how human activity affects or is influenced by the Earth's surface and environment). Begin to use a wider geographical vocabulary to describe and compare the human and physical features of the places studied. Understand the main processes of the water cycle. Explore the different types of weathering and how this can affect the landscape over time. Identify the physical processes	Explain the differences between the terms 'human geography' and 'physical geography'. Use a wide geographical vocabulary to identify, describe and compare the human and physical features of the countries and regions studied. Describe what clouds are, the different types of cloud and how they are formed. Understand the main causes of climate change and the impact this has and how we can manage the effects.

		<p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>patterns in the UK and explain how the weather changes with each season.</p>	<p>national and international travel.</p> <p>Understand what we mean by imports/exports and exploring the trade routes for food.</p> <p>Identify natural resources and their uses.</p>	<p>surrounding climate change.</p> <p>Explore the 3 main stages of a river and understand the types of erosion and deposition that happens at each stage.</p> <p>Understand what volcanoes and earthquakes are and describe how they can impact the human and physical geography of a place.</p>	
Geographical Skills and Fieldwork		<p>Draw information from a simple map.</p> <p>Begin to make attempts at drawing a map.</p> <p>Make attempts to draw and label features of familiar environments and imaginary places.</p> <p>Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places.</p>	<p>Use a globe and world map and locate continents and oceans.</p> <p>Use an atlas/map to identify the UK and surrounding seas.</p> <p>Begin to follow routes on prepared maps. Use basic symbols in a key.</p> <p>Draw own maps and plans by drawing around shapes/using own symbols.</p> <p>Begin to use</p>	<p>Use world maps, globes and atlases to identify locations studied.</p> <p>Devise a simple map of a place in the local area.</p> <p>Use and construct basic symbols in a key.</p> <p>Use aerial/satellite photos to locate and identify landmarks and features.</p> <p>Use pictograms, tally charts and simple</p>	<p>Begin to use a wider range of maps as well as atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Create a simple sketch map e.g. of a short route followed, with symbols and a key.</p> <p>Use a range of data collecting methods such as tallies, pictograms and bar</p>	<p>Use a wider range of maps as well as atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Use the contents/index of an atlas</p> <p>Draw a map (including symbols and key) from a description and compare to other maps.Use a range of</p>

			aerial/satellite photos to recognise familiar places. Use tallies and simple tables (<i>from Maths NC</i>)	tables (<i>from Maths NC</i>)	graphs (<i>from Maths NC</i>)	data collecting methods such as tallies, pictograms, line graphs and bar graphs (<i>from Maths NC</i>)
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