



ELE Geography Progression Map



Autumn 1

EYFS – Weather/Seasonal Changes.
Contrasting Countries –
India/England/China
Year 1 – Weather
Year 2 – The World
Year 3 – Land Use
Year 4 – Greece
Year 5 – North America
Year 6 – Mountains

Autumn 2

EYFS – Weather/Seasonal Changes.
Contrasting Countries –
India/England/China
Year 1 – Weather
Year 2 – The World
Year 3 – Land Use
Year 4 – Greece
Year 5 – North America
Year 6 – Mountains

Spring 1

EYFS – Around our Local Area
Year 1 – China
Year 2 – Africa
Year 3 – Angry Earth
Year 4 – Settlements
Year 5 – Rainforests
Year 6 – Rivers

Spring 2

EYFS – Around our Local Area
Year 1 – China
Year 2 – Africa
Year 3 – Angry Earth
Year 4 – Settlements
Year 5 – Rainforests
Year 6 – Rivers

Summer 1

EYFS – Where are you going on holiday?
Year 1 – UK
Year 2 – Seaside
Year 3 – UK
Year 4 – The World
Year 5 – Recycling
Year 6 – South America

Summer 2

EYFS – Where are you going on holiday?
Year 1 – UK
Year 2 – Seaside
Year 3 – UK
Year 4 – The World
Year 5 – Recycling
Year 6 – South America

Level Expected at the End of EYFS

Understand the World (People and Communities)

Children know about similarities and differences between themselves and others, and among familiar, communities and traditions.

Understand the World (The World)

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.

National Curriculum Requirements of Geography at Key Stage 1

Location knowledge

Pupils should be taught to:

- 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.

Place Knowledge

Pupils should be taught to:

- 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.

Human and physical geography

Pupils should be taught to:

- 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.

- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

Pupils should be taught to:

- 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.
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.
- 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.
- 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.

National Curriculum Requirements of Geography at Key Stage 2

Location knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and the North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- name and locate countries, and cities of the United Kingdom, geographical regions and their mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- 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).

Place knowledge

Pupils should be taught to:

- 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, and a region within North or South America.

Human and physical geography

Pupils should be taught to:

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - 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.

Geographical skills and fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.
- use fieldwork to observe, measure 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.

	EYFS	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Locational Knowledge	Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. (30-50 months)	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities in Merseyside.</p>	<p>Locate the main countries in Europe and North America. Locate and name principal cities.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>

				Cancer and Capricorn.			
Place Knowledge	Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. (30-50 months)	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 using Barnaby	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 concentrating	Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level. Link with Science, rocks.	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, and a region within North or South America.	Compare a region in UK with a region in N. or S. America with significant differences and similarities.	Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences.

		Bear/class bear.	on islands and sea sides				
Human & Physical Geography	<p>Talk about some of the things they have observed, such as plants, animals, natural and found objects. (30-50 months)</p> <p>Develop an understanding of growth, decay and changes over time. (30-50 months)</p> <p>Show care and concern for living things and the environment. (30-50 months)</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> □ key physical features, including: forest, hill, mountain, soil, valley, vegetation,. □ key human features, including: city, town, village, 	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Describe and understand key aspects of: Physical geography including climate zones, biomes and vegetation belts.</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>Describe and understand key aspects of Physical Geography</p> <p>Distribution of natural resources focussing on energy</p>

	<p>Look closely at similarities, differences, patterns and change. (40-60 months)</p> <p>Talk about past and present events in their own lives and in the lives of family members. (Early Learning Goal)</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions. (Early</p>	<p>factory, farm, house, office.</p>		<p>choose to settle there?</p>			
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	Learning Goal)						
Geographical Skills & Field work	<p>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. (Early Learning Goal)</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</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>	<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</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure 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.</p>

			right], to describe the location of features and routes on a map.	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.	digital technologies.	in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
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