



Geography: Whole-School Curriculum Progression Map



Geographical Theme	EYFS (30 - 50mths to ELGs)	KS1		Ks2			
	Reception All About Me (Local Geography – Thame) T1 Diwali – India T2 Chinese New Year – China T3	Year 1 Continents	Year 2 Making the local area safer (T1) Thame market (T4) At the farm (T5) Australia T6)	Year 3 The Arctic (T3) Towns, cities and counties (T4) Physical and human features (T4) Identify and compare characteristics of UK and non-UK localities (T5)	Year 4	Year 5 The Amazon - Rainforests	Year 6 Wales – Field week research South Africa World Geography WW1- now
The Uk and Local Area	Understanding the World (People and Communities) Children know about similarities and differences between themselves and others, and among families, communities and traditions.	Can locate seven continents on a world map and make comparisons with their own locality Use geographical vocabulary to label diagrams and/or photographs (school environment) Name, locate and identify characteristics of the four countries of the UK Identify seasonal and daily weather patterns in the UK and the location of hot and cold places in relation to the equator, north and south pole	Explain where they live and describe some of the physical features of their school and hometown Understand geographical differences by studying the human and physical geography of a small area of the UK and a small non-European contrasting country Use geographical vocabulary to label diagrams and/or photographs (local town environment/farming)	Select geographical vocabulary independently to describe and compare localities Identify and compare characteristics of UK and non-UK localities Describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Can relate continent, country, county, city/where you live. Locate the UK's major urban areas; locate some physical environments in the UK.	Locate counties and cities on a UK map Look at how a locality has changed over time and suggest ways that it could change/be improved in the future Describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. Locate and describe some human and physical characteristics of the UK.	Can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. Can locate the UK's regions and major cities	Understand geographical similarities and differences through the study of human and physical geography of UK and a region outside of Europe

<p>The Uk and Local Area</p> <p>Greater Depth (Exceeding)</p>	<p>Prioritise or decide which features are most important in the local area – justify these choices. (Why)</p>	<p>Compare and contrast features of the local. Which are the most important? Justify their decisions.</p> <p>Propose features the local community might need in the future.</p>	<p>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps</p> <p>Can discuss, identify and reason about the local area and its physical and human geography.</p> <p><i>(E.g. Investigate how other people view the local area, e.g. tourism websites. Create a vocabulary list of the human and physical features of the local area and how people can use and change these. Describe these features and locate them on a map using images or drawings.)</i></p>	<p>Describe where the UK is located, and name and locate a range of cities and counties;</p>	<p>Accurately locate where they live in the UK using locational terminology (north, south, east, west).</p> <p>Describe and locate and describe several contrasting physical environments in the UK identifying similarities and differences.</p>	<p>Identify and describe contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change.</p>	<p>Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time.</p> <p>Identify and explain broad land-use patterns of the UK</p>
<p>The World and Continents</p>		<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold places in relation to the equator, north and south pole</p>	<p>Understand geographical differences by studying the human and physical geography of a small area of the UK and a small non-European contrasting country</p>	<p>Describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.</p>	<p>Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p>	<p>Locate some major cities and countries of Europe and North and South America on physical and political maps.</p> <p>Describe some key physical and human characteristics of Europe and North and South America.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of UK and a region within North/South America</p>

<p>Greater Depth (Exceeding)</p>		<p>Identify and describe the relative locations of the continents and oceans to the equator and North and South Poles.</p> <p>Compare and identify differences and similarities between continents.</p>	<p>Describe and explain specific place knowledge to describe the location of the habitat of a significant animal in relation to the Poles and Equator.</p>	<p>Identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian</p>	<p>Indicate why a zone has their particular characteristics and explain the impact of them on humans</p>	<p>Locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions.</p>	<p>Describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America.</p>
<p>Physical Themes</p>		<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold places in relation to the equator, north and south pole</p> <p>Talk about a natural environment, naming its features using some key vocabulary.</p> <p><i>(E.g. Make a place in a box that shows the habitat of an animal)</i></p>	<p>Explain where they live and describe some of the physical features of their school and hometown</p>	<p>Describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles</p>	<p>Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of UK and a region within North/South America</p> <p>Understand and describe key aspects of physical geography (climate zones, biomes, rivers etc)</p> <p>Understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest</p> <p>Can understand that animals and plants are adapted to the climate.</p>	<p>Understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.</p> <p>Describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>Understand how food production is influenced by climate.</p>

<p>Greater Depth (Exceeding)</p>	<p>Can they explain the impact that physical features have on the local environment?</p>	<p>Can show awareness that the weather may vary in different parts of the UK and in different parts of the world.</p> <p>Can describe the weather conditions using correct terminology.</p>	<p>Discuss confidently about how seasons change throughout the year and characteristic weather associated with those seasons.</p>	<p>Compare and contrast the hot or cold areas of the world. Identify and describe physical features, explaining how they are formed.</p>	<p>Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>Understand and explain the relationship between climate and vegetation.</p>	<p>Can understand how climate and vegetation are connected in a range of biomes, e.g. the tropical rainforest, a hot desert, the Arctic.)</p>	<p>Explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it.</p> <p>Relate climate to food production</p>
<p>Human Themes</p>			<p>Use geographical vocabulary to label diagrams and/or photographs (local town environment/farming)</p> <p>Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.</p>	<p>Identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.</p> <p>Recognise features and some activities that occur in different settlements using a range of key vocabulary.</p> <p>Recognise the main land uses within urban areas and the key characteristics of rural areas.</p>	<p>Look at how a locality has changed over time and suggest ways that it could change/be improved in the future</p> <p>Can research and collect information about people or a place and present it</p> <p>Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of UK and a region within North/South America</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of UK and a region outside of Europe</p> <p>Understand and describe key aspects of human geography and how they might affect the future (land use, economic activity including trade links and the distribution of natural resources)</p>

<p>Greater Depth (Exceeding)</p>	<p>Can they explain the impact that human activity has on the local environment?</p>	<p>Identify some different human environments, such as the local area and contrasting settlements such as a village and a city.</p> <p>Describe some features and some activities that occur there using a range of key vocabulary</p>	<p>Identify different human environments, such as the local area and contrasting settlements such as a village and a city.</p> <p>Describe their features and activities that occur there using a range of key vocabulary.</p>	<p>Choose/compare the main land uses in urban areas and prioritise which they feel are the most important?</p>	<p>Describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns.</p> <p>Explain what the main land uses are within urban areas and the activities that take place there.</p> <p>Describe the key characteristics of rural areas.</p>	<p>Know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world.</p>	<p>Explain how, and offer reasons why, the types of industry in the area have changed over time.</p> <p>Understand where our energy and natural resources come from, and the impacts of their use.</p>
<p>Understanding Places and Connections</p>	<p>Understanding 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.</p>	<p>Describe an aspect of the physical and human geography of a distant place.</p> <p>Show awareness of their locality and identify one or two ways it is different and similar to the distant place.</p>	<p>Make observations about, and describe, the local area and its physical and human geography.</p>	<p>Recognise the basic physical and human geography of the UK and its contrasting human and physical environments.</p> <p>Recognise that some regions are different from others.</p>	<p>Can research and collect information about people or a place and present it</p> <p>Explain why some regions are different from others.</p>	<p>Explain some ways a biome (including the oceans) is valuable and under threat from human activity.</p> <p>Understand how human activity is influenced by climate and weather.</p> <p>Understand hazards from physical environments such as avalanches in mountain regions.</p>	<p>Understand and explain the importance of a region in Europe and in North or South America, its human and physical environment, and how they are connected.</p> <p>Explain why biomes are under threat and a range of ways they could be protected for the future.</p> <p>Understand how human activity is influenced by climate and weather.</p> <p>Understand and explain that no one type of energy production will provide all our energy needs.</p>

<p>Greater Depth (Exceeding)</p>	<p>Exceeding</p> <p>Can they describe some actions which people in their own community do that help maintain the area they live in?</p>	<p>Identify ways the local area is similar or different and describe these similarities or differences. (Compare)</p> <p>Can ask relevant geographical questions using a range of sources provided</p>	<p>Suggest how a local area is connected to another location given reasons for their suggestions.</p> <p>Show empathy towards a geographical event or issue and explain the impact on people or places</p>	<p>Explain why some regions are different from others.</p>	<p>Explain why some regions are different from others and give reasons why some are similar. Justifying their reasons.</p> <p>Can make links using prior knowledge and ask and answer geographical questions</p>	<p>can understand and explain the causes of hazards from physical environments and their management, such as avalanches in mountain regions.</p>	<p>Can discuss and interpret other people's arguments for change as well as expressing and justifying their own viewpoint</p> <p>Can gather statistics and analyse data to look for trends</p>
<p>Mapwork and Atlas Work</p>		<p>Identify features of a locality using a map (school environment)</p> <p>Use geographical vocabulary to label diagrams and/or photographs (school environment)</p> <p>Can use aerial photos to identify features of locality.</p> <p>Draw a simple map. (<i>E.g. Create models of landmarks seen</i>)</p> <p>Locate some features of the school grounds on a base map.</p> <p>Use simple compass directions</p>	<p>Identify features of a locality using a map (local town environment)</p> <p>Use geographical vocabulary to label diagrams and/or photographs (local town environment/farming)</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language.</p>	<p>Use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.</p> <p>Use an atlas to locate where they live in the UK and the UK's major urban areas.</p>	<p>Use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.</p>	<p>Use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America.</p> <p>Locate places on maps, globes and atlases studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p>	<p>Use four- and six-figure grid references with ease and accuracy.</p> <p>Describe the shape of the land from contour patterns.</p> <p>Work confidently with a range of maps from large-scale street maps to 1:50,000 maps.</p>

<p>Greater Depth (Exceeding)</p>	<p>Can locate features of the school grounds on a base map?</p>	<p>Describe a journey on a map of the local area locating features and landmarks seen on the journey.</p>	<p>Confidently use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles.</p> <p>Confidently use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Accurately describe a journey on a map of the local area locating features and landmarks seen on the journey.</p>	<p>Accurately locate places in the UK and describe their location in relation to each other.</p>	<p>Can accurately use an atlas to locate many countries, cities and key features in Europe or North and South America. Describing their location using correct terminology.</p>	<p>Choose which maps to use to support a fact or opinion on an area/region. Justify their choice.</p>	<p>Can gather statistics and analyse data to look for trends</p>
<p>Fieldwork and Investigation</p>		<p>Use geographical vocabulary to label diagrams and/or photographs (school environment)</p> <p>Use simple compass directions</p>	<p>Identify features of a locality using a map (local town environment)</p> <p>Use geographical vocabulary to label diagrams and/or photographs (local town environment/farming)</p>	<p>Ask basic questions about different locations and use basic primary/ secondary resources to answer them.</p>	<p>Can ask questions, analyse a range of evidence and explain findings based on a geographical source</p> <p>Can identify geographical patterns and make connections</p>	<p>Can carry out fieldwork in an urban area and/or a rural area using appropriate techniques.</p>	<p>Use field work to observe, measure and record and then present their research</p>

<p>Greater Depth (Exceeding)</p>					<p>Compose a detailed map of a short route with features in the correct order and in the correct places.</p> <p>Accurately present information gathered in fieldwork using a range of graphs.</p> <p>Use the zoom function to explore places at different scales and add annotations.</p> <p><i>E.g. Using Google Earth independently</i></p>	<p>Can form an opinion on a geographical issue, justifying their viewpoint and adapt thinking as new information arises</p>	<p>Design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.</p>
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