



Geography Progression – Moorlands Primary School

| By the end of EYFS pupils should: | By the end of Year 1 pupils should: | By the end of Year 2 pupils should: | By the end of Year 3 pupils should: | By the end of Year 4 pupils should: | By the end of Year 5 pupils should: | By the end of Year 6 pupils should: |
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| <p>Know about similarities and differences in relation to places:</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Encourage children to express opinions on natural and built environments and give</p> | <p>Locational Knowledge:</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand that they live in the UK and it is an island, (What is the United Kingdom?)</p> | <p>Locational Knowledge:</p> <p>Name and locate the world's seven continents and five oceans. <i>(What are the wonders of the world?)</i></p> | <p>Locational Knowledge:</p> <p>Identify tropical, temperate and polar climate zones on a globe or map.</p> <p>Relate this knowledge to continents and countries of the world. (climate)</p> <p>Discuss time zones and day and night. (climate)</p> <p>Identify the poles, equator and lines of latitude and longitude, and mark them on a map (our world)</p> <p>Identify Prime/Greenwich Meridian.</p> <p>Locate and describe some human and physical</p> | <p>Locational Knowledge:</p> <p>Locate some countries in Europe, North and South America on a map (e.g. Italy, Ecuador). (Earthquakes and Volcanoes)</p> <p>Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers.</p> <p>Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. (Rivers)</p> <p>use an atlas to locate volcanoes and locations of</p> | <p>Locational Knowledge:</p> <p>Relate continent, country, state and city.</p> <p>Identify states in North America using a map</p> <p>Can use a map to locate some states of the USA</p> <p>Can use a map or atlas to locate some countries and cities in Europe or North and South America. (The Americas)</p> <p>Locate some countries in Europe, North and South America on a map (e.g. Italy, Ecuador). (Earthquakes and Volcanoes)</p> <p>use an atlas to locate volcanoes</p> | <p>Locational Knowledge:</p> <p>Describe key physical and human characteristics and environmental regions of Europe. (Alps)</p> <p>Identify and locate a national or international environmental issue and explain why (Protecting the Environment)</p> <p>Describe the location of Antarctic and the impact of its climate.</p> <p>Locate where children were evacuated to on a UK map (world War 2)</p> <p>Identify the countries involved</p> |

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| <p>opportunities for them to hear different points of view on the quality of the environment.</p> | | | <p>characteristics of the UK – seaside , climate (coasts) (climate) Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). (coasts)</p> | <p>earthquakes and describe the position of the Pacific Ocean, mountain chains, etc. (earthquakes and volcanoes)</p> | <p>and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc. (earthquakes and volcanoes)</p> | <p>in World War 2 on a map of the world</p> |
| <p>Find out</p> | <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of their local area and a contrasting UK location. <i>(Our Local Area)</i> Can describe in some detail the local area and distant locations’ features using images to support answers.</p> | <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country. <i>(Wonders of the world?)</i></p> | <p>Place Knowledge: Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics (climate) (coasts)</p> | <p>Place Knowledge: Identify and sequence a range of Eastern European countries. (Eastern Europe) Compare landmarks in Eastern Europe to the UK (Eastern Europe)</p> | <p>Place Knowledge: Describe hazards from physical environments and their management, such as avalanches in mountain regions. (Alps) Identify and sequence a range of (North and/or South American) settlement sizes. (The Americas) Describe and compare the physical and human characteristics of some regions in</p> | <p>Place Knowledge: Illustrate how human activity is influenced by climate and weather. Describe and begin to explain several threats to wildlife/habitats Describe hazards from physical environments and their management, such as avalanches in mountain regions. (Alps) Give information about a region of</p> |

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| <p>about the environment by talking to people, examining photographs and simple maps and visiting local places. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> | <p>Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities. (Our Local Area)</p> <p>Know that people do jobs and that where they live (e.g. coastline) might affect this. Have some sense of what animals eat and the dangers (human or physical) animals might encounter. (animals and their habitats)</p> | | | | <p>North or South America. (The Americas)</p> | <p>Europe and its physical environment, climate and economic activity. (Alps) Identify what the climate in Antarctic is like. (Antarctica)</p> |
| | <p>Human and Physical Geography:</p> | <p>Human and Physical Geography:</p> | <p>Human and Physical Geography:</p> | <p>Human and Physical Geography:</p> | <p>Human and Physical Geography:</p> | <p>Human and Physical Geography:</p> |
| | <p>Show limited awareness of weather differences. Can describe which continents have significant hot or cold areas and</p> | <p>Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. Know that weather can be different in</p> | <p>Identify and describe the tropical, temperate and polar climate Describe how physical processes can cause hazards to people identifying</p> | <p>Describe significant physical features of rivers and how they change. (Rivers) Describe the water cycle in sequence and name some of the processes</p> | <p>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. (Trade)</p> | <p>Describe and understand a range of physical processes and the resulting landscape features. (Alps) Describe and begin to explain hazards</p> |

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| | <p>relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles. (animals and their habitats) Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area. Identify seasonal weather patterns.(people and their communities)</p> | <p>different parts of the UK. Start to give reasons why the UK has the weather it does (e.g. wind). (Seasons)</p> | <p>advantages and disadvantages of living in hazard-prone areas (climates) Describe significant physical features and talk about how they change, identifying advantages and disadvantages of living in these areas. (E.g. the features of coasts). (Coasts) Identify and describe a range of (UK) seaside/coastal settlement sizes. (Coasts)</p> | <p>associated with rivers and mountains. Identify reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. (Earthquakes and Volcanoes) (Rivers) Describe a volcano, volcanic eruption and an earthquake (Volcanoes and Earthquakes) Can describe the characteristics of (North American) settlements with different functions. Describe the main land uses within urban areas and identify the key characteristics of rural areas (The Americas) Compare physical and human features in an Eastern European country to the UK (Eastern</p> | <p>Identify reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. (Earthquakes and Volcanoes) Describe how food production is influenced by climate. (Trade) Know that products we use are imported as well as locally produced. (Trade) Can name our energy sources and natural resources. Describe a volcano, volcanic eruption and an earthquake (Volcanoes and Earthquakes) Can describe the characteristics of (North American) settlements with different functions. Describe the main land uses within urban areas and identify the key</p> | <p>from physical environments and their management, such as avalanches Describe how a mountain region was formed. Explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. (South America) Compare the Amazon and Alpine regions, identifying similarities and differences. Identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. (Protecting the Environment) Identify and justify deforestation as an environmental issue. (South America)</p> |
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| | <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <i>(Our Local Area)</i></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and oceans (what is the United Kingdom?)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (our local area)</p> | <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</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 (weather). (Google Earth)</p> <p>Use observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <i>(What are the seasons?)</i></p> | <p>Use of digital map to locate places and gather information (Climates) (Coasts) Talk about 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them. (Climates) Use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). (Coasts) Use directional language and grid references when talking about locations. (Coasts) (Climate) Use fieldwork to measure, record and describe the characteristics of the temperate zone</p> | <p>Use of a digital map to locate places Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes). (Rivers) (Volcanoes and Earthquakes) Directions up to eight compass points. Can make a map of a route with features in the correct order and in the correct places (Rivers) Carry out fieldwork in the local area selecting appropriate techniques (Rivers – visit to Frank Chapman)</p> | <p>Use a map or atlas (including index) to locate some countries and cities in Europe, North and South America. Use a map to locate some states of the USA (The Americas) Use maps to locate places and countries that locally available products come from. Can make a map of a route with features in the correct order and in the correct places.(Americas) Use fieldwork to investigate key questions and begin to answer them. Record/list products available locally and say whether they are produced locally and/or imported.</p> | <p>Use maps to locate the Alps the physical features of the region. Use base maps to create their own maps of the Alpine region. Observe and describe local human and physical features and compare them with those in the Alps. Can use a range of resources to locate national and global environmental issues. Use digital maps to investigate and describe features of an area.</p> |
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| | Use simple fieldwork and observational skills to study the geography of their school and its grounds (our local area) | | (Climates) | | | |
| Questioning: | Questioning: | Questioning: | Questioning: | Questioning: | Questioning: | Questioning: |
| Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?” | Question and explore aspects of geography through early map work, local field work investigation and questioning continents, countries and landscapes where animals live. | Question and explore aspects of geography through observational skills (including aerial photography and first-hand observation), local field work investigation and questioning continents, countries and landscapes where animals live. | Question and explore aspects of geography through observational skills. Use of digital maps and atlas – deciding which is more appropriate. Identify and compare different characteristics and processes. Identify advantages and disadvantages of settlements. | Question and explore aspects of geography through observational skills. Identify physical process and discuss the impact of these. | Question and explore aspects of geography through observational skills. Identify why foods are imported / sourced locally. | Question and explore aspects of geography through observational skills. Identify how humans have impacted on the environment and changes that can be made. |
| Communication: | Communication: | Communication: | Communication: | Communication: | Communication: | Communication: |
| Encourage the use of words that help children to express | Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Interpret and | | Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the | | Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. | |

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| <p>opinions, e.g. 'busy', 'quiet' and 'pollution'.</p> | <p>create meaningful labels and symbols for a range of places both in and outside the classroom.</p> <p>Use basic geographical vocabulary to describe specific local geographical features.</p> <p>Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</p> <p>Use maps and other images to talk about everyday life in own community.</p> | <p>physical and human processes detailed in the e.g. tributary and source when learning about rivers.</p> <p>Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</p> <p>Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.</p> | <p>Use more precise geographical language relating to the physical and human processes detailed in the e.g. tundra, coniferous/deciduous forest when learning about biomes.</p> <p>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</p> |
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