

Geography Progression

Locational Knowledge							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The local area	To know the name of my school. To name and locate different parts of school grounds.	To understand where I live and where my school is in the local area including local river.	To consolidate an awareness of the local area and name the 5 rivers of Salisbury.	To compare 5 rivers of Salisbury with a UK coastal locations.	To consolidate the rivers of Salisbury including the source and mouth.	To identify the county of Wiltshire and its neighbouring counties and cities.	To compare using an in-depth study of the 5 rivers of Salisbury and the river Rhine in Xanten (Salisbury link city).
The UK and the world	To know that our school is in Bishopdown Farm, Salisbury.	To name, locate and identify characteristics of the 4 countries and capital cities of the UK.	To consolidate the names, locations and characteristics of the 4 countries and capital cities of the UK including the surrounding seas. To name and locate the worlds 7 continents and 5 oceans.	To consolidate the worlds 7 continents and 5 oceans. To name, locate and identify characteristics of some countries of interest in the world including Egypt and UK.	To name, locate and identify characteristics of the most populated European countries and cities. To locate and name some of the Europe's major rivers.	To name, locate and identify characteristics South American countries and cities. To name, locate and identify characteristics of a region in South America and compare with Salisbury.	To name, locate and identify characteristics of world countries and cities including Russia.

Place Knowledge							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comparisons	I can begin to explain some similarities and differences between life in this country and life in other countries drawing		To understand geographical similarities and differences through the study of human and physical geography comparing	(Compare coastal and inland location)		To understand geographical similarities and differences through the study of human and physical geography comparing UK and South America.	To understand geographical similarities and differences through the study of human and physical geography comparing

	knowledge from stories.		Salisbury and Kalahari Desert.				Salisbury and Xanten.
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Physical Geography							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Weather and climate	To record weather daily. To develop an understanding of the 4 seasons. To identify seasonal changes in our locality.	To identify seasonal and daily weather patterns in the UK.	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.	To identify and explore the different climate zones of the world. To identify the position and significance of the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic circle.	To identify the position and significance of the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, longitude and latitude.	To compare the different climate zones of UK and South America To identify the position and significance of the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, longitude and latitude, the Prime/Greenwich Median and time zones (including day and night)	To compare the different climate zones of UK and South America To identify the position and significance of the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic circle, longitude and latitude, the Prime/Greenwich Median and time zones (including day and night)
Other physical features and processes	Use basic geographical vocabulary to refer to key physical features of the school grounds and local area including field, copse, pond.	Use basic geographical vocabulary to refer to key physical features of the local area and UK including forest, soil, river, vegetation, garden, seasons, weather, hill, mountains.	Use basic geographical vocabulary to refer to key physical features of the local area, UK and world including sea, ocean, river, valley, cliff, coasts, beach.	Describe the key topographical features of a coast.	Describe and explain the water cycle. Describe and explain river formation and key features of river systems. Identify and describe mountain features of the UK and Europe.	To describe the different physical features when comparing UK and South America.	Describe how plants and animals adapt to different biomes. Describe and understand key aspects of volcanoes formation, the process of volcanic eruptions, the different types of volcanoes and

							their physical effects on the environment. Describe how plants and animals adapt to different biomes. Describe and understand key aspects of volcanoes formation, the process of volcanic eruptions, the different types of volcanoes and their physical effects on the environment. Describe and understand the causes, processes and effects of earthquakes, the different types of earthquakes and their physical effects on the environment including a focus study on a particular earthquake (Turkey)
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Human Geography Settlements and land use economics, trade and resources							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Use basic geographical vocabulary to refer to key human features of the local area and UK including house, shop, school, village, city, town, farm	Use basic geographical vocabulary to refer to key human features of the local area, UK and world including port, harbour, factory, office.	To describe and understand the effect of water on settlements and land use.	To describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, rural, urban, suburban) To understand the effect of climate on land use and settlements in different European countries. To describe and explain how UK settlements have developed and changed over time and why certain locations are more favourable than others.	To describe and explain changing land use in North and South America including the amazon rainforest. To understand that products are imported as well as locally produced. To locate and describe major imports and exports including those of the UK. To describe and understand the distribution of water as a natural resource.	To describe and explain changing land use in the world including Russia/Ukraine. To understand global supply chains focussing on the journey that clothes have go through (factory, suppliers, warehouses). To understand the economies of different countries are connected (globalisation). To understand fair trade.

Geography Skills and Fieldwork UK Maps World Maps Local/Regional Maps and other Secondary data sources Local Fieldwork							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Types of maps	To use a photo map to locate places in the classroom.	To use a simple map to locate places.	To use an Infant atlas to locate places.	To use a Junior atlas to locate places.	To use an OS map to locate places.	To use a range of maps and satellite images to locate places.	To use a range of maps and satellite images to locate places.
Understanding of maps	To create a simple map.	To use own symbols on a simple map. To use class agreed symbols to make a simple key.	To know why a key is needed. To use symbols on own maps.	To understand the need for standard symbols.	To begin to recognise at least 5 symbols on an OS map.	To recognise at least 10 symbols on an OS map.	To recognise and use keys and symbols on a range of maps.
Map work and geographical skills	To use the following directional and positional language: forwards, backwards, under, over, next to, on top of, beside, between, in, around, in front of, behind.	To use the following directional and positional language: near, far, left, right, forwards, backwards to describe the location and features of routes on a map. To begin to use the following directional language; North, East, South, West to describe the location and features of routes on a map.	To use the following directional language North, East, South, West to describe the location and features of routes on a map.	To use the 8 points of the compass.	To use 4 figure grid references to locate features on a map.	To use 6 figure grid references locate features on a map.	To use 4 and 6 figure grid references locate features on a map.
Local fieldwork	Local area walks including to River Bourne.	To observe daily weather patterns in the local area.	To use simple fieldwork and observational skills to study local area.	To use simple fieldwork and observational skills to study local area.	To use simple fieldwork and observational skills to study local area.	To use simple fieldwork and observational skills to study local area.	To use simple fieldwork and observational

		To use simple fieldwork and observational skills to study school grounds. Walk to local river with talk from Wiltshire Wildlife Trust. Langford Lakes	Local walk to River Bourne using map. Hillier Gardens.	Local walk to River. Langford Lakes.	Local walk to River Bourne. Local walk to Old Sarum. Local walk in the country park.	Local area walk. Wiltshire Wildlife Trust visit. Residential trip to Braeside learning: Orienteering Compass Skills Map reading	skills to study local area. Harnham Water meadows.
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