Geography Curriculum Progression Overview

Nursery	Reception
By the end of Nursery children should: - know that there are different countries in the world and talk about the differences they have experienced or seen in photos - show interest in different occupations - begin to understand the need to respect and care for the natural environment and all living things - talk about what they see, using a wide vocabulary	By the end of Reception children should be able to: - draw information from a simple map, real or fictional - recognise some similarities and differences between life in this country and life in other countries - explore the natural world around them - describe what they see, hear and feel whilst outside - recognise some environments that are different from the one in which they live - understand the effect of changing seasons on the natural world around them <u>Early Learning Goal: People, Culture & Communities</u> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

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	Year 1	Year 2	Year 3
Locational / place knowledge	• Understand how some places are linked to other places e.g. roads, trains • Name and locate the continent of Australia, name its major cities, and describe some of its key physical and human characteristic • Name, describe and compare familiar places • Link their homes with other places in their local community • Know about some present changes that are happening in the environment e.g. at school • Suggest ideas for improving the school environment	• Name and locate the world's seven continents and five oceans • Understand geographical similarities and differences	• Name, locate and identify characteristics of the four nations and capital cities of the United Kingdom • Name and locate the seas surrounding the United Kingdom • Identify where the nations are in the UK and their key topographical features • Name and locate the major countries of Europe, including Russia, name their capital cities and some key human and physical features • Understand why there are similarities and differences between places • Develop an awareness of how places relate to each other
Human and physical geography	• Describe seasonal weather changes • Use basic geographical vocabulary to refer to key physical features e.g. beach, cliff, coast, sea, ocean, river, mountain • Use basic geographical vocabulary to refer to key human features e.g. city, town, village, house, port, harbour	• 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,	• Identify human and physical features of a locality • Understand the effect of landscape on the development of a locality • Explain about weather conditions / patterns around the UK and parts of Europe

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	and shop	valley vegetation, season and weather • Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop	
Geographical skills and fieldwork	• Use simple observational skills to study the geography of the school and its grounds • Use simple maps of the local area e.g. large-scale print, pictorial etc • Use locational language (e.g. near and far, left and right) to describe the location of features and routes • 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 world maps, atlases and globes to identify the seven continents and five oceans	• Use world maps, atlases and globes to identify the seven continents and five oceans • Use simple compass directions 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	• Use world maps, atlases and globes to identify the United Kingdom and its countries • Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if … continues? • Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos / pictures such as populations, temperatures etc • Recognise that different people hold different views about an issue and begin to understand some of the reasons why • Communicate findings in ways appropriate to the task or for the audience • Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, location, transport, population,

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			settlement, industry, floodplain • Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office • Make more detailed fieldwork sketches / diagrams • Use fieldwork instruments e.g. camera, rain gauge • Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features • Use four figure grid references • Use the 8 points of a compass • Make plans and maps using symbols and keys
Oracy skills	• Ask questions about a place • Ask and answer questions about weather and seasons • Express and explain opinions - "My favourite season is xxx because…"	• Ask simple geographical questions e.g. What is it like to live in this place? • Express and explain opinions - I would like to work as xxx because… • Persuasive speech - why we should protect our environment	• Describe the similarities and differences between landscapes / areas • Use specialist geographical vocabulary to describe natural hazards • Express and explain opinions on the impact of rising sea levels on people in Bangladesh and Tower Hamlets

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	Year 4	Year 5	Year 6
Locational / place knowledge	• Recognise the different shapes of the continents • Demonstrate knowledge of features about places around them and beyond the UK • Name and locate the countries of South America, concentrating on their environmental regions, key physical and human characteristics, and major cities • Recognise that people have differing qualities of life living in different locations and environments • Know how the locality is set within a wider geographical context • Know about the wider context of places - region, country	• Identify and describe the significance of the Prime / Greenwich Meridian and time zones including night and day • Recognise the different shapes of countries • Identify the physical characteristics and key topographical features of the countries within North America • Know about the wider context of places e.g. county, region, country Know and describe where a variety of places are in relation to physical and human features • Know the location of: capital cities of countries in the UK, seas around the UK, European Union countries with high populations and large areas, and the largest cities in each continent • Name and locate the countries of North America, concentrating on their environmental regions, key physical and human characteristics, and major cities • Compare the physical and human features of a region of the UK and a	• Name and locate the countries of Africa, concentrating on their environmental regions, key physical and human characteristics, and major cities • 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 times zones (including day and night) • Understand the geographical similarities and differences through the study of the human and physical geography of the UK and Africa

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		region of North America, identifying similarities and differences	
Human and physical geography	• Understand the effect of landscape on the development of a locality • Describe how people have been affected by changes in the environment • Explain about natural resources e.g. water in the locality • Explore weather patterns around parts of the world	• Know about the physical features of coasts and begin to understand erosion and deposition • Understand how humans affect the environment over time • Know about changes to the world environments over time • Understand why people seek to manage and sustain their environment	• Describe and understand key aspects of physical geography such as climate zones, rivers and mountains • Describe and understand key aspects of human geography such as types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water, and national administrations and systems of government
Geographical skills and fieldwork	• Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes, vegetation belts, water cycle, erosion, deforestation etc • Measure straight line distances using the appropriate scale • Explore features on OS maps using 6 figure grid references • Draw accurate maps with more complex keys • Plan the steps and strategies for an enquiry	• Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, sustainability, land use, regeneration • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies • Use maps, charts etc to support decision-making about the development and land use	• Use maps, globes, atlases 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 keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, trade links, capital city, government, administration
Oracy skills	• Describe the similarities and differences between landscapes /	• Describe the similarities and differences in tourism in two locations	• Ask and answer questions about and compare three regions in North

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	regions/ biomes • Express and explain opinions through debate - e.g. should we all buy organic food? • Discuss using geographical vocabulary - why is migration good for our local area?	• Defend a position e.g. We should buy FairTrade even though it costs more because it is better for the world's people and environments • Discuss and draw conclusions about the move towards more renewable energy sources	America • Discuss and defend current geographical issues - e.g. the right to migration, the right to protest about climate change • Synthesise, present and draw conclusions on current threats to coastal environments