

Progression Documents

	Links to KS1	Minimum Expectations for Reception			Minimum Expectations for Nursery		
EYFS Understanding of the World - GEOGRAPHY LINKS	Use basic geographical vocabulary to refer to physical and human features	Can briefly explain the difference between human and physical features SP1 SU2	Can use maps to locate objects in 'real life' A2 SU2	Identifies features on a simple map (trees, house, river, mountain) A2 SU2	Identifies features on a simple map (trees, house, river, mountain) A2 SU2	Knows what a map is used for A2 SP1 SU2	
	Uses world maps to identify countries. Name and locate the four countries and capital cities of the UK. Compare the UK with a contrasting country.	Can name the 4 countries of the UK and at least 2 other countries SP1	Knows that 4 countries make up the UK and can name at least 1 other country SP1		Knows that there are different countries in the world SP1	Knows that we live in Rainford which is in England SP1	
		Can identify similarities and differences between homes and other countries A2 SU2	Can identify similarities and differences between home and our country SP1	Knows that different countries have different homes A2 SP1	Can explain features of other homes A2 SP1	Knows where they live (house, bungalow, flat) A1 SP1	
		Make comparisons between life for children in different countries A2		Explains how life may be different for other children A2		Explains how life may be different for other children A2	Can articulate what daily life is like in our country A2 SP1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GEOGRAPHICAL KNOWLEDGE The U.K. and Local Area	<p>The child can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom.</p> <p>The child knows about the local area and can name key landmarks, e.g. the nearest local green space.</p>	<p>The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</p> <p>The child can know about the local area, and name and locate key landmarks.</p>	<p>The child can 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>The child can relate continent, country, county, city/where you live.</p> <p>The child can locate the UK's major urban areas; locate some physical environments in the UK.</p>	<p>The child can 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.</p> <p>The child can locate and describe some human and physical characteristics of the UK.</p>	<p>The child can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.</p> <p>The child can locate the UK's regions and major cities.</p>	<p>The child can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</p> <p>The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>The child can recognise broad land-use patterns of the UK.</p>

<p>GEOGRAPHICAL KNOWLEDGE</p> <p>The World and Its Continents</p>	<p>The child can recognise and name some continents and oceans on a globe or atlas.</p>	<p>The child can name and locate the seven continents and five oceans on a globe or atlas.</p>	<p>The child can locate countries in Europe.</p> <p>Describe some European cities using an atlas.</p> <p>Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p> <p>The child can describe key physical and human characteristics and environmental regions of Europe.</p>	<p>The child can relate continent, country, state, city.</p> <p>The child can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.</p>	<p>The child can describe some key physical and human characteristics of North and South America.</p> <p>The child can locate some major cities and countries North and South America on physical and political maps.</p> <p>The child can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p> <p>The child can describe key physical and human characteristics and environmental regions of North and South America.</p>	<p>The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude, and longitude, and relate this to their time zone, climate, seasons and vegetation.</p>
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<p>GEOGRAPHICAL UNDERSTANDING</p> <p>Physical Themes</p>	<p>The child can talk about the day-to-day weather and some of the features of the seasons in their locality.</p> <p>The child can show awareness that the weather may vary in different parts of the UK and in different parts of the world.</p> <p>The child can talk about a natural environment, naming its features using some key vocabulary.</p>	<p>The child can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</p> <p>The child can recognise a natural environment and describe it using key vocabulary.</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>Understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest.</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>The child can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.</p> <p>The child can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>The child can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p> <p>The child can describe and understand a range of key physical processes and the resulting landscape features.</p>	<p>The child can understand that animals and plants are adapted to the climate.</p> <p>The child can understand our food is grown in many different countries because of their climate.</p>	<p>The child can understand how food production is influenced by climate.</p>
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<p>GEOGRAPHICAL UNDERSTANDING</p> <p>Human Themes</p>	<p>The child can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary.</p>	<p>The child can 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>The child can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.</p> <p>The child can recognise features and some activities that occur in different settlements using a range of key vocabulary.</p> <p>The child can understand the basic physical and human geography of the UK and its contrasting</p>	<p>The child can identify and sequence a range of settlement sizes from a village to a city.</p> <p>The child can describe the characteristics of settlements with different functions, e.g. coastal towns.</p> <p>The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p>	<p>The child can know and understand what life is like in cities and in villages.</p> <p>The child can know the journey of how one product gets into their home in detail.</p> <p>The child can describe some renewable and non-renewable energy sources.</p> <p>The child can describe different types of</p>	<p>The child can know and understand what life is like in cities and in villages and in a range of settlement sizes.</p> <p>The child can understand that products we use are imported as well as locally produced.</p> <p>The child can explain how the types of industry in the area have changed over time.</p>

			<p>human and physical environments.</p> <p>The child can recognise that some regions are different from others</p>	<p>The child can understand the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>The child can explain why some regions are different from others.</p>	<p>industry currently in the local area.</p> <p>The child can understand how a region has changed.</p> <p>The child can understand hazards from physical environments such as avalanches in mountain regions.</p>	<p>The child can understand where our energy and natural resources come from.</p> <p>The child can understand how a region has changed and how it is different from another region of the UK.</p> <p>The child can understand hazards from physical environments and their management, such as avalanches in mountain regions.</p>
<p>GEOGRAPHICAL UNDERSTANDING</p> <p>Understanding Places and Connections</p>	<p>The child can make observations about, and describe, the local area and the nearest local green space.</p> <p>The child can describe an aspect of the physical and human geography of a distant place.</p> <p>The child can show awareness of their</p>	<p>The child can make observations about, and describe, the local area and its physical and human geography.</p> <p>The child can describe the physical and human geography of a distant place.</p> <p>The child can describe their locality and how it</p>	<p>The child can show awareness of the physical and human characteristics of a European region.</p> <p>The child can know and share information about a European region and a region in North or South America and understand that a</p>	<p>Understand and describe how some physical processes can cause hazards to people.</p> <p>The child can recognise and describe some advantages and disadvantages of living in hazard-prone areas.</p>	<p>The child can show awareness of the physical and human characteristics of a region in North or South America.</p> <p>The child can know and share information about a European region and a region in North or South America and understand that a</p>	<p>The child can explain some ways a biome (including the oceans) is valuable and under threat from human activity.</p> <p>The child can understand how human activity is influenced by climate and weather.</p>

	locality and identify one or two ways it is different and similar to the distant place.	is different and similar to the distant place.	region such as the Alps is unique.		region such as the Alps is unique. The child can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity.	The child can identify an important environmental issue. The child can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity. The child can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. The child can understand how human activity is influenced by climate and weather. The child can explain several threats to wildlife/habitats.
GEOGRAPHICAL UNDERSTANDING Map Skills	Using maps Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike	Using maps Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives	Using Maps Follow a route on a map with some accuracy.	Using Maps Follow a route on a large-scale map. Locate places on a range of maps (variety of scales)	Using Maps Compare maps with aerial photographs. Select a map for a specific purpose.	Using Maps Follow a short route on a OS map Describe the features shown on an OS map.

	<p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p>	<p>to recognise landmarks and basic human and physical features</p>	<p>Locate places using a range of maps including OS & digital.</p> <p>Begin to match boundaries (e.g. find same boundary of a country on different scale maps).</p> <p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map.</p>	<p>Identify features on an aerial photograph, digital or computer map.</p> <p>Begin to use 8 figure compass and four figure grid references to identify features on a map.</p>	<p>Begin to use atlases to find out other information (e.g., temperature)</p> <p>Find and recognise places on maps of different scales.</p> <p>Use 8 figure compasses, begin to use 6 figure grid references.</p>	<p>Use atlases to find out data about other places.</p> <p>Use 8 figure compass and 6 figure grid reference accurately.</p> <p>Use lines of longitude and latitude on maps</p>
	<p>Map knowledge Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p>	<p>Map knowledge Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p>	<p>Map Knowledge Locate the UK on a variety of different scale maps.</p> <p>Name & locate the counties and cities of the UK.</p>	<p>Map Knowledge Locate Europe on a large-scale map or globe,</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities.</p>	<p>Map Knowledge Locate the world's countries, focus on North & South America.</p> <p>Identify the position and significance of lines of longitude & latitude.</p>	<p>Map Knowledge Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.</p>
	<p>Making maps Draw basic maps, including appropriate symbols and pictures to represent places or features</p>	<p>Making maps Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p>	<p>Making Maps Try to make a map of a short route experiences, with features in current order.</p>	<p>Making Maps Recognise and use OS map symbols, including completion of a key and understanding why it is important.</p>	<p>Making Maps Draw a variety of thematic maps based on their own data.</p>	<p>Making Maps Draw plans of increasing complexity.</p> <p>Begin to use and recognise atlas symbols.</p>

	Use photographs and maps to identify features	Use and construct basic symbols in a key	Create a simple scale drawing. Use standard symbols and understand the importance of a key.	Draw a sketch map from a high viewpoint.	Draw a sketch map using symbols and a key. Use and recognise OS map symbols regularly.	
GEOGRAPHICAL SKILLS AND ENQUIRY Field Work	<p>Gathering Information</p> <ul style="list-style-type: none"> ○ Use basic observational skills ○ Carry out a small survey of the local area/school ○ Use a pro-forma to collect data e.g. tally survey ○ Ask and respond to basic geographical questions ○ Ask a familiar person prepared questions <p>Sketching</p> <ul style="list-style-type: none"> ○ Draw simple features ○ Sketching ○ Create plans and raw simple features in their familiar environment ○ Add labels onto a sketch map, map or photograph of features <p>Audio/Visual</p> <ul style="list-style-type: none"> ○ Recognise a photo or a video as a record of what has been seen or heard ○ Use a camera in the field to help to record what is seen 	<p>Gathering Information</p> <ul style="list-style-type: none"> ○ Use appropriate terminology. ○ Use a simple database to present findings from fieldwork. <p>Sketching</p> <ul style="list-style-type: none"> ○ Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction. <p>Audio/Visual</p> <ul style="list-style-type: none"> ○ Select views to photograph. ○ Add titles and labels giving date and location information. ○ Consider how photos provide useful evidence. ○ Use a camera independently. ○ Locate position of a photo on a map 	<p>Gather Information</p> <ul style="list-style-type: none"> ○ Ask geographical questions. ○ Use database to present findings from fieldwork. ○ Use a database to interrogate/amend information collected. ○ Select appropriate methods for collecting data such as interviews. ○ Use graphs to display data collected. ○ Evaluate the quality of evidence collected and suggest improvements. <p>Sketching</p> <ul style="list-style-type: none"> ○ Use sketches as evidence in an investigation and select field sketching from a variety of techniques. ○ Annotate sketches to describe and explain geographical processes and patterns. ○ Evaluate their sketch against a set criterion and improve it <p>Audio/Visual</p> <ul style="list-style-type: none"> ○ Make a judgement about the best angle or viewpoint when taking an image or completing a sketch. ○ Use photographic evidence in their investigations. 			

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