

## Curriculum Progression – Geography

		Year group						
		EYFS All year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Locational Knowledge</b></p> <p><b>(EYFS ELGs – People, Culture and Communities; The natural World</b></p> <p><b>KS1</b> – Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; 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</p>	<p><b>Skills</b></p>	<p>Describe how the weather, plants and animals of one place is different to another using simple geographical terms</p> <p>Use simple positional language to describe where things are in relation to each other and give directions.</p> <p>Make and use simple maps in their play to represent places and journeys, real and imagined.</p> <p>Discuss and describe places that are important to them.</p>	<p>Locate hot and cold areas of the world in relation to the equator.</p> <p>Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p> <p>Draw or read a simple picture map.</p> <p>Name important buildings and places and explain their importance</p>	<p>Locate the equator and the North and South Poles on a world map or globe.</p> <p>Use simple compass directions to describe the location of features or a route on a map.</p> <p>Draw or read a range of simple maps that use symbols and a key.</p> <p>Name, locate and explain the significance of a place.</p>	<p>Locate significant places using latitude and longitude</p> <p>Use the eight points of a compass to locate a geographical feature or place on a map.</p> <p>Use four-figure grid references to describe the location of objects and places on a simple map.</p> <p>Name and locate significant volcanoes and plate boundaries and explain why they are important.</p>	<p>Identify the location of the Tropics of Cancer and Capricorn on a world map.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.</p> <p>Use four or six-figure grid references and keys to describe the location of objects and places on a map.</p> <p>Identify some of the problems of farming in a developing country and report on ways in which these can be supported.</p>	<p>Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).</p> <p>Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy.</p> <p>Identify elevated areas, depressions and river basins on a relief map.</p> <p>Name, locate and explain the importance of significant mountains or rivers.</p>	<p>Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</p> <p>Name, locate and explain the distribution of significant industrial regions around the world.</p>

<p><b>KS2 – 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 time zones (including day and night); use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world )</b></p>	<p><b>Assessment Pieces</b></p>	<p>Learnt about Christmas and weather in different countries (Aut)</p> <p>Maps of the field and their route to school, to read and draw (Aut)</p> <p>Learnt about all the seasons and nature walks (Aut-Sum)</p> <p>CL sessions after every break talking about their holidays and special places they've been to</p>	<p>Draw simple map after Haywards Heath town walk</p> <p>-Read world map, locate UK</p> <p>-Colour in world map</p> <p>-atlases and maps, activity to pack for a hot/cold country, what will they bring and why?</p> <p>-Climate map (3 hot/cold countries</p> <p>-human map to locate counties on map from luggage tags</p> <p>-label equator</p> <p>-fact sheet about Antarctica</p> <p>-label world map, equator, colour key hot and cold countries</p>	<p>Children create their own map of a dragon's journey round the local area using a key</p> <p>Map and plot of the Titanic's journey – oceans of the world</p> <p>Labelling maps of the world, continents, oceans, UK and surrounding areas, cities</p>	<p>Locate Pompeii on a map</p> <p>Locate Vesuvius</p> <p>Create own volcanoes and eruptions</p>	<p>Plot features on a map using compass points</p> <p>Map of where rainforests are located.</p> <p>Map of where to position alarm systems.</p> <p>Views on stop eating chocolate and unsustainable farming methods</p> <p>Use grid references</p> <p>Play Battleship</p> <p>Look at maps children chart and fill in correct places with symbols and key</p>	<p>Locate many famous rivers worldwide, exploring their features and why they are used</p> <p>Exploring the different time zones – label different times</p> <p>Creating own river poetry</p>	<p>Children's identification and comparison of areas of the UK and USA on a map.</p>
	<p><b>Project taught</b></p>	<p>What makes me special?</p> <p>How do we remember?</p> <p>Are we there yet?</p> <p>What's up there?</p> <p>What's down here?</p> <p>What changes?</p>	<p>Who is the greatest?</p>	<p>What makes us strong?</p> <p>How has the sea changed over time?</p>	<p>How does it feel to experience change?</p>	<p>Should We Stop Eating Chocolate?</p> <p>Would you Take a Leap of Faith?</p>	<p>Where will my journey take me?</p>	<p>What are the ingredients for change?</p>
<p><b>Place Knowledge (EYFS ELGs –</b></p>	<p><b>Skills</b></p>	<p><b>Identify the United Kingdom on a world map or globe (optional)</b></p> <p><b>Begin to notice and talk about the</b></p>	<p><b>Name and locate the world's seven continents and five oceans on a world map.</b></p>	<p><b>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a</b></p>	<p><b>Locate countries and major cities in Europe (including Russia) on a world map.</b></p>	<p><b>Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.</b></p>	<p><b>Name, locate and describe major world cities.</b></p> <p><b>Describe the relative location of cities, counties or</b></p>	<p><b>Explain interconnections between two areas of the world.</b></p> <p><b>Describe patterns of human</b></p>

<p><b>People, Culture and Communities;</b> <b>The natural World</b> <b>KS1</b> – Name and locate the world’s seven continents and five oceans; Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas;</p> <p><b>KS2</b> – locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time)</p>		<p>different places around the world, including oceans and seas.</p> <p>Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.</p>	<p>Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Identify the similarities and differences between two places</p>	<p>world map or globe.</p> <p>Identify characteristics of the four major countries and cities of the UK.</p> <p>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p>	<p>Name, locate and describe some major counties and cities of the UK.</p> <p>Classify, compare and contrast different types of geographical feature.</p>	<p>Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. Identify the topography of an area of the UK using contour lines on a map.</p>	<p>geographical features in the UK in relation to other places or geographical features.</p> <p>Identify and describe the similarities and differences in physical and human geography between continents.</p>	<p>population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.</p> <p>Describe the climatic similarities and differences between two regions.</p>
	<p><b>Assessment Pieces</b></p>	<p>Talking about their special memories, places they have visited/ have importance (using photos, Google Maps, atlas, etc.) (Aut)</p> <p>Talking about holidays, where we are from/ have family/ have visited (Spring)</p> <p>Comparing similarities and differences of UK with other countries through photos connected to children in the cohort (India, South Africa, Canada)</p>	<p>Link to Snail and Whale, talking about countries children have been to.</p> <p>-Twinkl world map to colour in</p> <p>-use atlases and posters</p> <p>- Children will identify the 7 continents and 5 oceans on a world map using a key.</p> <p>-locate UK</p> <p>-mark equator line</p>	<p>Mapping the castles around the UK</p> <p>Titanic journey map</p> <p>Make paper plate maps, labelling continents and oceans</p> <p>Make large map, post cards</p> <p>Map of Haywards Heath, journeys, landmarks</p>	<p>Mapping volcanoes around the world</p> <p>Name and locate cities in UK</p>	<p>Map of where rainforests are located.</p> <p>Studying the effect that farming has on the rainforests</p> <p>Impact of deforestation</p>	<p>Linking with Art and History Greeks</p> <p>Exploring famous rivers and their countries of location</p>	<p>Children’s identification and comparison of areas of the UK and USA on a map.</p> <p>Maps of local and physical features within the locality, various aspects</p>

	<b>Project taught</b>	How do we remember?  What's down here?  Where do our families live?  What Changes ?	Who is the greatest? (How many countries do you know?)	What makes us strong?  How has the sea changed over time?	How does it feel to experience change?	Should we Stop Eating Chocolate?	What does it mean to be great?  Where will my journey take me?	What are the ingredients for change?
<b>Human and Physical geography (EYFS ELGs – People, Culture and Communities; The natural World</b>  <b>KS1 – Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country; 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,</b>	<b>Skills</b>	Name and talk about man-made features in the local environment, including shops, houses, streets and parks.  Describe a contrasting environment to their own.  Name some common physical features in the locality and beyond.  Describe how different types of weather affect the local environment.  Record observations about the way the local environment changes throughout each season.  Describe ways to look after the immediate environment.  Name some natural and man-made materials in the environment.	Name and describe the purpose of human features and landmarks.  Identify the characteristics of a settlement.  Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.  Describe in simple terms how a physical process has affected an area, place or human activity.  Identify patterns in daily and seasonal weather  Describe how pollution and litter affect the local environment and school grounds  Identify natural and man-made	Use geographical vocabulary to describe how and why people use a range of human features.  Describe the size, location and function of a local industry.  Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.  Describe, in simple terms, the effects of erosion.  Describe simple weather patterns of hot and cold places.  Describe ways to improve the local environment.  Describe the properties of natural and man-	Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location.  Describe the type and characteristics of settlement or land use in an area or region.  Describe the parts of a volcano or earthquake.  Name and describe properties of the Earth's four layers.  Explain the physical processes that cause earthquakes and volcanic eruptions.  Explain how the weather affects the use of urban and rural environments.  Identify the five major climate zones on Earth.  Name and describe the types,	Describe a range of human features and their location and explain how they are interconnected.  Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.  Use specific geographical vocabulary and diagrams to explain the water cycle.  Explain climatic variations of a country or continent.  Describe altitudinal zonation on mountains.  Explain how the topography and soil type affect the	Describe and explain the location and purpose of transport networks across the UK and other parts of the world. [homework?] Describe in detail the different types of agricultural land use in the UK.  Explain ways that settlements, land use or water systems are used in different parts of the world.  Identify, describe and explain the formation of different mountain types  Describe how soil fertility, drainage and climate affect agricultural land use.  Explain how the climate affects land use.  Name and locate the world's biomes, climate zones and vegetation belts	Explain how human's function in the place they live  Describe the distribution of natural resources in an area or country.  Compare and describe physical features of polar landscapes.  Describe the physical processes, including weather, that affect two different locations.  Evaluate the extent to which climate and extreme weather affect how people live. Explain how climate change affects climate zones and biomes across the world.  Explain how the presence of ice makes the polar oceans different to

<p>coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>KS2</b> - c a region in a European country, and a region within North or South America; physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water)</p>		<p>Discuss how the local environment has changed over time using photographs and first-hand experiences.</p>	<p>materials in the environment.</p> <p>Describe how a place or geographical feature has changed over time</p>	<p>made materials and where they are found in the environment.</p> <p>Describe how an environment has or might change over time.</p>	<p>appearance and properties of rocks.</p> <p>Describe how a significant geographical activity has changed a landscape in the short or long term. Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift)</p>	<p>location of different agricultural regions</p> <p>Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).</p>	<p>and explain their common characteristics.</p> <p>Describe and explain the transportation of materials by rivers.</p> <p>Explain how the physical processes of a river, sea or ocean have changed a landscape over time.</p>	<p>other oceans on Earth.</p> <p>Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.</p>
	<p><b>Assessment Pieces</b></p>	<p>Nature walks (Aut-Sum)</p> <p>Cloud watching (Spring)</p> <p>CL sessions after each return to school after breaks</p> <p>Respect martlet – ways of looking after the environment, not littering, saving electricity</p> <p>RE link :term 3 Human responsibility for looking after our world.</p> <p>Comparing countries and areas – HH and India/South Africa. Talking about Victoria</p>	<p>Map reading and looking at photos of the local area and buildings of significance</p>	<p>Design for where to build the most effective castle</p> <p>Comparing, contrasting natural and man - made materials and sorting human and physical features. Brighton case study, including Beach erosion experiment.</p>	<p>Learning about volcanos from around the world and their impacts</p> <p>Study volcano eruptions, explaining how they are formed</p> <p>Under our feet</p> <p>Writing about tectonic plates and why volcanos erupt</p>	<p>Creating own holiday destination</p> <p>Label physical features of rural and urban settlements</p> <p>Study a place e.g. Brighton and compare pictures and look at maps to explore the features</p> <p>Compare Brighton and a different locality from the world</p>	<p>Exploring how rivers are used in various countries, their formations, changes over time</p> <p>Environmental issues that associate with rivers and waterways, comparing to countries</p>	<p>Children's comparison work on the UK and the USA. Children's comparison work on Haywards Heath and a town/city in the USA.</p> <p>Timeline of human and physical changes</p> <p>History of Haywards Heath with human and physical changes over time</p>

		Park, school, grocery stores, high street locating on maps and finding them						
	<b>Project taught</b>	What's up there?  What's down here?  Where do our families live?	Who's the greatest?	What makes us strong? How has the sea changed over time?	How does it feel to experience change?	Would you take a leap of Faith?  What does faith mean to you?	Where will my journey take me?	What are the ingredients for change?
<b>Geographical skills and fieldwork</b>  (EYFS ELGs – People, Culture and Communities; The natural World KS1 – 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.	<b>Skills</b>	Use photographs and maps to identify and describe human and physical features from their locality.  Begin to collect simple geographical data during fieldwork activities.  Take photographs, draw simple picture maps and collect simple data during fieldwork activities.	Identify features and landmarks on an aerial photograph or plan perspective.  Collect simple data during fieldwork activities.  Carry out fieldwork tasks to identify characteristics of the school grounds or locality.	Study aerial photographs to describe the features and characteristics of an area of land  Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).  Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.	Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.  Analyse primary data, identifying any patterns observed.  Gather evidence to answer a geographical question or enquiry.	Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.  Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.  Investigate a geographical hypothesis using a range of fieldwork techniques.	Analyse and compare a place, or places, using aerial photographs, atlases and maps.  Summarise geographical data to draw conclusions.  Construct or carry out a geographical enquiry by gathering and analysing a range of sources. [trip]	Use satellite imaging and maps of different scales to find out geographical information about a place.  Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.  Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.
	<b>Assessment Pieces</b>	Drawing maps to go on treasure hunts, bear hunts (Aut)  Looking at aerial map of the	Follow a simple map of the school and local area around Haywards Heath finding churches, buildings, etc.	Ariel map of a dragon's journey  Map reading using Beebots		Comparing Haywards Haywards Heath to Sheffield	Children's work before, during and after trip to Chichester Harbour	Children's comparison work on the UK and the USA. Children's comparison work on Haywards Heath and a

<p><b>KS2</b> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 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.</p>		<p>school field (Aut)</p> <p>Google Earth, looking at the school and area, locating streets and finding ways home (spring)</p> <p>Google Earth, maps, atlases – looking at features, similarities and differences of UK vs India, South Africa, countries our families live in (summer)</p>	<p>Locate buildings on an ariel map To follow a simple map and location directions following a key (NESW) -label world map, equator, colour key hot and cold countries</p>	<p>Maps of Haywards Heath</p>				<p>town/city in the USA. Children’s work on what they would like to do to the Clair Hall site.</p> <p>Map of human and physical features for Claire Hall site, with key</p>
	<p><b>Project taught</b></p>	<p>How do we remember?</p> <p>Are we there yet?</p> <p>What’s down here?</p> <p>Where do our families live?</p>	<p>Who is the greatest?</p>	<p>What makes us strong?</p>			<p>Where will my journey take me?</p>	<p>What are the ingredients for change?</p>