



# Progression in Geography

The table shows when concepts should be secured. It is very important, therefore, that the content in earlier years be **revisited** in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

	EYFS	KS1	Lower KS2	UPKS2
The UK and Local Area	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>comment and ask questions about aspects of their familiar world, such as the place where they live.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map (e.g. using information about food from different parts of the UK, create a map showing where regional foods come from. Prepare a 'Great British Picnic' using these foods).</li> <li>know about the local area, and name and locate key landmarks. Create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>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.</li> <li>can locate and describe some human and physical characteristics of the UK (e.g. use a map of the British Isles to locate and label the main British rivers, and add the names of settlements at the mouth of the rivers).</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</li> <li>can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</li> <li>can recognise broad land-use patterns of the UK (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as their own categories such as waterfall, lake or city population).</li> </ul>

	EYFS	KS1	Lower KS2	UPKS2
The World and Continents	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>comment and ask questions about aspects of their familiar world, such as the natural world.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>can name and locate the seven continents and five oceans on a globe or atlas (e.g. use some specific place knowledge of continents to describe the location of the habitat of a significant animal).</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>can locate some countries in Europe and North and South America on a map or atlas.</li> <li>can relate continent, country, state and city, and identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA, and describe the route).</li> <li>can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude (e.g. in a group or individually, make a locational map game, quiz or puzzle for other pupils in their class to test knowledge and understanding of latitude and longitude).</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>can locate cities, countries and regions of Europe and North and South America on physical and political maps.</li> <li>can describe key physical and human characteristics and environmental regions of Europe and North and South America.(E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)</li> <li>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 (e.g. produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone).</li> </ul>

	EYFS	KS1	Lower KS2	UPKS2
Physical Themes	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>•make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>•can identify seasonal and daily weather patterns in the United Kingdom.</li> <li>•can describe which continents have significant hot or cold areas and relate these to the poles and equator (e.g. prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK, use a webcam or a weather forecast to answer these questions, and make comparisons with the weather in your area.)</li> <li>•can recognise a natural environment and describe it using key vocabulary (e.g. make a place in a box that shows the habitat of an animal, with several aspects of the environment labelled including the landscape, food and weather).</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>•can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. prepare a report, using maps and photographs, about an animal they have chosen; this should contain details of the animal, where it lives in terms of climate and biome, and what it eats).</li> <li>•can use simple geographical vocabulary to describe significant physical features and talk about how they change.</li> <li>•can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</li> <li>•can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains (e.g. make a working model of a volcano, label it with the features of a volcano and explain what happens when it erupts).</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>•can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.</li> <li>•can describe what the climate of a region is like and how plants and animals are adapted to it.</li> <li>•can understand how food production is influenced by climate (e.g. produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations).</li> <li>•can describe and understand a range of key physical processes and the resulting landscape features.</li> <li>•can understand how a mountain region was formed (e.g. make a clay model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows).</li> </ul>
Human Themes	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>•talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>•can describe and understand a range of key physical processes and the resulting landscape features.</li> <li>•can understand how a mountain region was formed (e.g. make a clay model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows).</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>•can identify and sequence a range of settlement sizes from a village to a city.</li> <li>•can describe the characteristics of settlements with different functions, e.g. coastal towns.</li> <li>•can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>•know and understand what life is like in cities and in villages and in a range of settlement sizes.</li> <li>•can understand that products we use are imported as well as locally produced.</li> <li>•can explain how the types of industry in the area have changed over time.</li> <li>•can understand where our energy and natural resources come from (e.g. prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses).</li> </ul>

	EYFS	KS1	Lower KS2	UPKS2
Understanding Places and Connections	<p>Pupils:</p> <ul style="list-style-type: none"> <li>•know about similarities and differences in relation to places, objects, materials and living things.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>•can describe the physical and human geography of a distant place.</li> <li>•can describe their locality and how it is different and similar to the distant place (e.g. complete a travel document to visit a place they have studied; work with a peer in a role play to explain why they wish to visit this place, mentioning its physical and human characteristics).</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>•can describe and compare similarities and differences between some regions in Europe and North or South America.</li> <li>•can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special (e.g. using photos, information sheets and Google Earth, record information about one city in North America and one in South America and their surrounding areas; compare these cities, drawing out human and physical characteristics; identify differences and similarities).</li> <li>•can understand how physical processes can cause hazards to people.</li> <li>•can describe some advantages and disadvantages of living in hazard-prone areas (e.g. investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research).</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>•know information about a region of Europe and North or South America, its physical environment and climate, and economic activity (e.g. design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment).</li> <li>•can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</li> <li>•understand how human activity is influenced by climate and weather.</li> <li>•understand hazards from physical environments and their management, such as avalanches in mountain regions.</li> <li>•can explain several threats to wildlife/habitats (e.g. make an animation to show why the Amazon Rainforest is valuable and under threat, and why it should be protected).</li> </ul>

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Maps and Atlas Work		<p>Pupils:</p> <ul style="list-style-type: none"> <li>•can use a world map, atlas or globe to name and locate the seven continents and five oceans.</li> <li>•can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas (e.g. locate the continents where different animals live on a blank base map of the world using an atlas).</li> <li>•can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>•can use a map or atlas to locate some countries and cities in Europe or North and South America.</li> <li>•can use a map to locate some states of the USA.</li> <li>•can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.(E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.)</li> <li>•can use four-figure grid references.</li> <li>•can give direction instructions up to eight compass points.</li> <li>•can adeptly use large-scale maps outside (e.g. follow a local river downstream on an OS map, identify human and physical features along the river’s course and record these with grid references).</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>•can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</li> <li>•can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</li> <li>•can use thematic maps for specific purposes (e.g. use physical and political maps to identify the Alps, its countries, cities and topography).</li> <li>•can use four-figure grid references and find six-figure grid references.</li> <li>•can describe height and slope from a map.</li> <li>•can read and compare map scales (e.g. use a large-scale OS map of the local area to annotate with photographs and information about a local issue).</li> </ul>

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Fieldwork and Investigation	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• recognise that a range of technology is used in places such as homes and schools.</li> <li>• select and use technology for particular purposes.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• can use aerial photos to identify physical and human features of a locality.</li> <li>• can draw a simple map with a basic key of places showing landmarks (e.g. create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor).</li> <li>• can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data.</li> <li>• can locate features of the school grounds on a base map (e.g. go into the playground to observe the weather and record this, building up a table of information to be discussed and described).</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• can make a map of a short route with features in the correct order and in the correct places.</li> <li>• can make a simple scale plan of a room.</li> <li>• can present information gathered in fieldwork using simple graphs.</li> <li>• can use the zoom function of a digital map to locate places (e.g. using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map).</li> <li>• can, in a group, carry out fieldwork in the local area selecting appropriate techniques (e.g. create a river in the playground using natural materials – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and label with key river features and processes).</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• Can make sketch maps of areas using symbols, a key and a scale.</li> <li>• can use digital maps to investigate features of an area.</li> <li>• can present information gathered in fieldwork using a range of graphs (e.g. research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers).</li> <li>• can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g. plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is; collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council).</li> </ul>